

National Parent-Teacher

THE P.T.A. MAGAZINE

September 1954



Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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| Idaho..... | 45,333 |
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| Massachusetts..... | 114,522 |
| Michigan..... | 291,011 |
| Minnesota..... | 200,376 |
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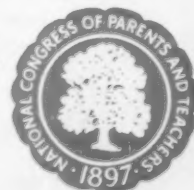
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THE CLIMAX and the close of the 1954 convention of the National Congress of Parents and Teachers was the traditional banquet. Here at the head tables P.T.A. delegates who attended the Atlantic City meeting will recognize many national officers and honored guests. At the far left, for example, is their national president, Mrs. Newton P. Leonard. She and Mrs. Rollin Brown, first vice-president, are chatting with the banquet speaker, the eminent American historian Henry Steele Commager, who spoke on "Education and the Climate of Freedom." Next, from left to right, are Mrs. A. G. Link, president of the New Jersey Congress, and four national vice-presidents: Mrs. E. G. Stinnett, Mrs. Otto Eisenstein, Mrs. Ramon Lawrence, and Mrs. S. Theodore Manduca.



The President's Message

From Convention to Action

ACTION HAS been the theme of this administration. But action, it goes without saying, has to be undergirded with thought, and thought has to be nourished by study.

Our national convention, which was held last May, was an event that all of us looked forward to. Like every one of our annual conventions, it gave us a chance to entertain fresh points of view, follow new lines of thinking. I wish each of you could have been with us to hear the thoughtful addresses and to add your contributions to the highly stimulating section meetings.

A distinguished group of speakers shared their ideas with us at this Atlantic City meeting. Nelson A. Rockefeller, Undersecretary of the Department of Health, Education, and Welfare, outlined for us the protection against want offered by pending legislation. Our U.S. Commissioner of Education Samuel M. Brownell gave us a detailed report on the critical need for more schools and more teachers. Bertram M. Beck of the Children's Bureau's Special Delinquency Project described the forces that bring youth in conflict with society and the law. In a memorable address the historian Henry Steele Commager held up to us a picture of the traditional American spirit, and Benjamin A. Cohen, the U.N.'s Assistant Secretary-General in Charge of Public Information, explained the services of the United Nations to the world community.

Those of us who heard these men and the other guest speakers came away enriched in knowledge and

inspiration. As you see, their topics ranged from security in the home to security in the world, a pointed comment on the range of the many influences that play upon children's lives.

ON MAY 17, 1954, a few days before our national convention opened, the U.S. Supreme Court rendered a decision that affects children everywhere. In a statement on nonsegregation in the public schools—a policy adopted by our Board of Managers on May 22 in Atlantic City—the National Congress of Parents and Teachers reiterates its responsibility to promote the welfare of all children and youth in home, school, and community.

In accordance with a long-standing policy, the Board asserted in its statement on the Court's decision: "Attainment of these objectives is the responsibility of each state congress." Therefore, in acting on this decision as in furthering all other objectives, the burden lies with the members themselves. What each of us decides to do, wherever we are, will determine the kind of world our children will live in.

As our parent-teacher associations start a new round of activities, it is my hope that the year ahead will be a productive and an inspirational one for each of our almost nine million members.

Lucille P. Leonard

President, National Congress of Parents and Teachers

Frances L. Ilg, M.D.



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IS THERE A TEEN-AGE

THE YEARS from ten to sixteen are often spoken of as early adolescence. But as so often happens when we use an all-inclusive term, we become ensnared by the label and lose sight of what is really happening in this period. It is not "all of a piece" but includes a great variety of phases. The eleven-year-old is a different person from the fifteen-year-old. For this reason we at the Gesell Institute have been conducting research, over the past seven years, on the growth cycle of children from ten to sixteen. Because the analysis of the material is still in progress, the reporting in this article cannot be considered final. Yet already such clear patterns have emerged that it was difficult for me to decide what part of our store of findings to share with you. However, since we are all thinking a great deal about emotional growth nowadays and since the child or youth reveals himself most unmistakably through these elusive but obviously expressed and pervasive patterns of behavior, I have chosen to discuss the field of the emotions.

It was some time before we recognized the orderliness with which the emotions unfold. Actually we

found just as much pattern and structure here as in physical growth—for instance, in gross motor development. We also came to recognize that emotional growth proceeds by a series of steps, just as physical growth has to progress through stages. Fortunately for us, the stages in this cycle of development can be stated in terms of age levels. Each age from ten to fifteen brings a new stage. Then, interestingly enough, sixteen significantly resembles ten. Thus ten and sixteen can each be thought of either as the end of one cycle or as the beginning of the next.

The sketches we are about to draw are not norms—not pictures of the average or typical child in a certain age group. Rather they are pictures that represent what we call the "classic" behavior of each age. That is, they show the direction in which a child changes from one age to the next. They represent the age in its richest, fullest expression. Now, no eleven-year-old will precisely fit the general description given here. Yet we would expect any child, as he moves from ten to eleven, to move in the direction of this "classic" picture.

So there really is a pattern! Teen-age emotions, whether ingrowing or outbursting, create problems for which some of us may have found no better answer than patience—plus faith. But research has been brought to the rescue. Today, thanks to the Gesell Institute of Child Development, we can be not only far more intelligent about what to expect during the years from ten to sixteen, but far more effective in guiding our youngsters at each stage of this growth cycle.

Timetable?

A Study in Contrast

Who is more delightful than Ten? Complimentary adjectives pop into our minds as we think of him—happy, casual, not at all self-conscious, sincere, relaxed, companionable, poised, terribly nice and friendly, frank and open. What a contrast to those vastly different words we use to describe Eleven! But growth must have its way. After all, we wouldn't want any child to be a perpetual ten-year-old.

Ten's mother often says, "He's on the happy side this year."

Ten is likely to be a little taken aback when you ask him about his emotional state because he hardly thinks about it; he just accepts it. But he does experience great happiness over some little occasion—playing outdoors after supper, no homework, a visit to an amusement park. His happiness is intense and related to the moment.

Fears are at a low ebb. He worries more than he fears, and his worries are rather specific—that he will lose his wallet or that there won't be enough gas in the family car.

The most nearly universal emotional expression at ten is, surprisingly enough, anger. Our contented, cooperative, nice little ten-year-old suddenly explodes. He is quick to strike out, kick, or even bite, but he is selective as to outlets. He strikes at his sister, storms out of the room if angry at his parents, but with his teacher he holds back his anger. For him anger acts as a perfect exhaust system. It's over in no time and forgotten.

As with expressions of anger and happiness, Ten has sudden bursts of affection for his parents—such simple physical expressions of warmth as hugging and kissing. He says very naturally that he likes his parents better than anything in the world, and he surprisingly often accepts their demands or suggestions without conflict. He even qualifies whatever he thinks or feels with a "Well, Mommy says—"

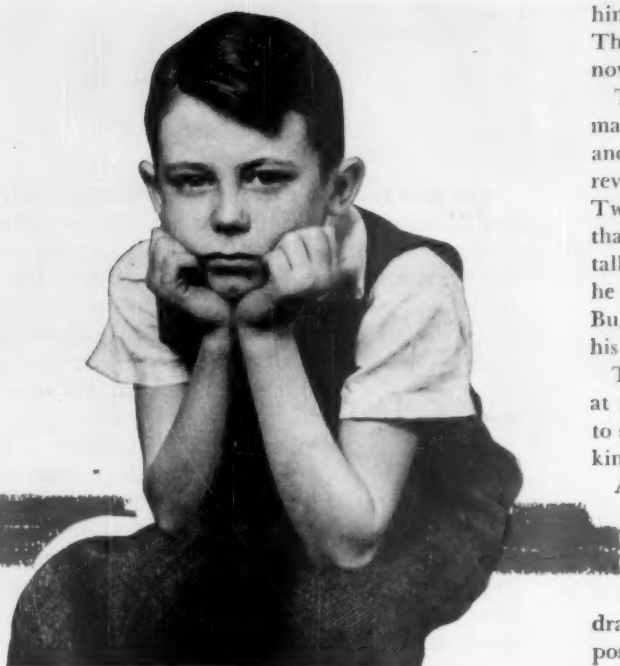
Though Ten still doesn't get along too well with his brothers and sisters when he's around them too much, he gets on well with his friends. He doesn't want to surpass them even though he wants to do his best. He feels funny if he's singled out for praise and wonders how "all the other kids" will feel.

But not so this same child at eleven! Then he becomes competitive and is out to win. Though some eleven-year-old children may still be pictured in the glowing frame of the ten-year-old, Eleven is more often described as being sensitive, proud, selfish, belligerent, argumentative, uncooperative, and contrary. He is likely to dramatize and exaggerate ("Never had a decent Christmas!"). He thinks in absolutes and superlatives—"never," "always," "worst"—and is likely to quote everyone else to confirm his opinion, at least in his own mind.

Eleven has his moments of happiness, usually related to some new possession. He loves things, but most of all he (or more especially *she*) would like a horse. And to live on a farm would be paradise. (Beware of taking Eleven too seriously, because this stage will pass.)

Eleven's biggest worry is about school; in fact, he may even hate school. At both eleven and twelve this hatred can be very real and is often related to increased fatigue. A day off now and then could establish good will between the child and school and lessen both his fatigue and his hate.

Anger reaches its most open and expressive form at this age. Physical violence is common; children fight, hit, or slam doors. Emotional violence they express by "blowing their tops." They talk back, they yell, they plan revenge. And it isn't all over in a



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second the way it was at ten. When angry at their teacher they may still be under control, but they sit there and sizzle inside or write notes about her.

Eleven often has warm friendships, but he's constantly changing them. The evening telephone conversations of intrigue and downright meanness that can take place among a group of eleven-year-old girls are enough to make an adult shudder. Some Elevens' feelings get hurt, but others hardly realize what is going on.

Moving Toward Control

The relief that comes at twelve is especially welcomed by mothers. The belligerent, argumentative eleven-year-old has turned into a more friendly, understanding, thoughtful, likable, uncomplicated, reasonable person who is even quite good company. But he has his extremes—great enthusiasm for things he likes, especially outdoor activities, and an equal intensity of hate for things he dislikes, which may include school.

Twelve is very much aware of the opposite sex. This is the heyday for dancing school. Even the most antisocial boy, if pushed on to the dance floor, will have a good time. But as soon as a dance number is over, all the boys gravitate to one side of the room and all the girls to the other side. Then they mix and mesh and separate again.

Twelve is concerned about his popularity both with his own sex and with the opposite sex. His personal appearance begins to mean more to him. His hair must definitely be combed, but washing be-

hind his ears may still have to wait for a few years. The outlandish costumes he donned at eleven are now giving place to those of better form and choice.

Twelve has his feelings under better control. He may regret striking out with some biting remark, and he is less likely to respond with retaliation or revenge the way he did when he was eleven. But Twelve can still show anger quite openly. Rather than striking out, he may throw things. He does talk back, but more politely than he did. Even when he leaves the room, he's less likely to slam the door. But though he controls his anger for his teacher, in his mind he's liable to tell her to "drop dead."

Twelve shows glimmers of what is about to happen at thirteen. He feels sad at times and goes as far as to say "I might as well be dead." But at thirteen this kind of behavior comes into full flower.

At times now the teen-ager may be extremely with-

drawn. He'd prefer to move to the attic if it were possible. Parents often describe their thirteen-year-olds as thoughtful, inward-looking, quiet, and self-contained. Let these tendencies go to extremes and a child becomes morbid, morose, moody, secretive, lethargic, indifferent, sullen, seclusive. Parents are no longer favored, and the wise ones will do well to let Thirteen withdraw from the family group if he so desires.

Thirteen often builds up a strong friendship with a member of the same sex. He likes to be in constant communication and would use the telephone lavishly if allowed.

Thirteen less often fights back when his feelings are hurt. He just walks away or avoids the person who has produced the hurt feelings. He responds in a similar way when he is angry. If he makes a verbal retort he may say things that are mean and sarcastic. Sulking, frowning, making faces, pouting—all show the extent of his control. He might even get mad at himself for getting angry at somebody else. Some Thirteens say they "just sit and think about it."

Energy—in Abundance

The change that comes at fourteen can be quite startling. The withdrawn, inwardized nature of Thirteen has been released into the expansive, outgoing nature of Fourteen. What enthusiasm and energy! Fourteens seem to be all over the place—and getting their connections crossed. They often have conflicting dates, and some fine mixups occur when they find out they just can't be in two places at the same time. But within, there is actually much more inner confusion and turmoil than Fourteen's independent, self-assured manner would indicate.

Fourteen is certainly more cheerful than he was at

thirteen. Though he may still sulk and have bad moods he no longer has any depths of depression. Sports, clothes, the opposite sex, popular music, and travel are his passions in life, attesting to his sociability and expansiveness.

Girl-boy relationships are strongly important at this age. (One girl remarked that she liked "anything in pants.") In fact, Fourteen may not be very discriminating and may need much more supervision than he thinks he does. He wants a lot of independence, which he needs to be given at times in order to find out that he is not yet ready to act on his own.

There is a certain hardness about Fourteen. You can't hurt his feelings very easily. And he in his turn speaks out clearly, especially in criticism of his parents, whom he often considers hopelessly old-fashioned. On the whole, Fourteen holds his anger under rather good control. However, he will often express himself verbally by yelling, swearing, or calling names.

Fifteen again withdraws. He is less outgoing. He may even become muddled and confused. Part of this may be caused by a desire, born of his awareness of many problems, to delve deeply into things that give him trouble. But he's not yet aware of the solutions.

Fifteen shows a great deal of reserve. He especially wishes to avoid any affectionate demonstrations on the part of his mother. As at thirteen, Fifteen tends to be moody, but he also may be restless, dissatisfied, and apathetic. If he's one of the better organized Fifteens, he gives the impression of being self-confident, subtle, discriminating, and self-controlled. Yet even with these positive traits he's much happier away from home than at home. Hearing other people's descriptions of him, his parents sometimes cannot believe they are talking about the same boy who clumps around home with hunched-up shoulders. But this is the same boy who shows a real interest in school politics, the school play, and world history and who can be inspired by a good teacher.

Cycle's End, Cycle's Beginning

The next step, into sixteen, is like a return to that delightful stage of ten. Life is calmer for Sixteen. The casual note is again struck, and he accepts more easily what is demanded of him. He certainly is easier to get along with, too. He may even be able to express affection toward his parents without self-consciousness. He has an attitude of "come what may." He is less disturbed if he happens to be left out of some social gathering and more delighted at being included.

Thus a new milestone is reached. The cycle begun at ten has been brought to a close, and a new cycle is about to begin. If we know something about the successive stages in any cycle of development we can use this knowledge to help us become more effective



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parents—parents who know when to give freedom, when to control.

Let's compare this ten-to-sixteen cycle with the experience of learning how to play golf. First the player needs to keep his eye on the ball. This is the focal stage of ten. Next, he needs to wiggle his arms, club, and whole body to get the proper stance. This is the break-up, or conflict, stage that occurs at eleven. The settling into position is like twelve, and then follows the back stroke of thirteen—a most important phase of absorption and thoughtfulness that may well determine the next stage of drive-through. Fourteen exemplifies this phase, full of expression and expansion.

Finally the last important stage is not only to see where the ball has landed but how its final position is related to all the stages that preceded the drive itself. This is the unique task of Fifteen and may explain why he can at times be so muddled. It's because his task is so complicated. Fortunately he is given another chance, and is soon ready for another major takeoff at sixteen.

*Frances L. Ilg, M.D., is known to thousands of parents as co-author, with Arnold Gesell, M.D., of those two pioneering books, *Infant and Child in the Culture of Today* and *The Child from Five to Ten*. She and her colleagues are now at work on a similar book about adolescents, based on years of careful research at the Gesell Institute of Child Development, of which she is director. We are grateful to Dr. Ilg for releasing to our readers the important preliminary material in this article.*

What Emotional Health Looks Like

With this article, which introduces a new series, we begin thinking with a master analyst of the human spirit about emotional health. What is it? How can we recognize it? And once having recognized the beauty and truth and goodness of emotional health, how can we encourage it in ourselves and others? One after another, these articles will show the way.



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1. The Emotional Factor in Personality

Bonaro W. Overstreet

THE emotional factor in personality is, we might say, the "motional" factor. It is what makes us move, and move in one manner rather than another. If we see a child skipping down the street, looking like embodied joy, we can guess that joy is actually at work in him. It is making him skip instead of drag his feet.

If, unhappily, at another time we see this child in the throes of a tantrum, we will again see *motion* that reports *emotion*. His kicks and screams are the public language of private feeling. When at last his feeling changes, when he is again able to accept comfort and reassurance, his behavior changes. Quite probably he drops off into exhausted sleep.

Or we can take a case where emotion is revealed by the lack of motion, or by the checking of motion, as when a child starts toward a play group on the school ground, then slows down, stops, and stands shy and irresolute, unable to make his definitive approach. What he does and does not do tells us what he wants, what he expects, what he fears. It is our clue to his emotional state.

Management and Masquerade of Emotions

Adults are somewhat less transparent than children. They have learned more forms of self-control—and also more ways of keeping up a front. If they are relatively sound, they have learned likewise to take account of what situations call for, not merely what they themselves feel. More than this, their emotions are often too complex and mutually contradictory to find expression in transparent action.

A grown person, for example, may want nothing less, on a given evening, than to bestir himself to go to a party that was arranged long before. If, emotionally speaking, he is still a child, he stays home, or he goes and carries along such a load of reluctance and of feeling "put upon" that he becomes the death of the party—and finds perverse pleasure in killing it. If, however, he is grown up in his emotions as well as in his body, he feels far more than the simple wish to stay home. He feels something of the effort his hostess has put into the event and some responsibility to help make it a success. He feels also a long-range friendliness, not exclusively a short-range irritation at having to go out when he wants to stay home. Out of this complex set of emotions he may build a way of "motion"—of behavior—that will keep his tiredness from showing through, that may even involve him in a show of warmth and friendliness which begins by being deliberate and ends by being spontaneous. Determined to go and have fun, he may, quite simply, go and have fun, and come home feeling actually refreshed rather than exhausted.

Even on the adult level, however, strong emotions—and particularly *characteristic* emotions—have a way of reporting their presence. Affection, distaste,

nervousness, uncertainty, boredom, fear, anger, arrogance, interest—each of these, if it operates as a major factor in personality, will also operate as a major cause of action, as a determinant of what is done and left undone. To greater or lesser degree, and regardless of how hard he tries to disguise his feelings from himself and others, the individual who strongly and consistently feels one or several of these emotions will be *transparent*.

A person, for example, who feels deep-seated hostility—jealousy or suspicion of others or hypercriticalness—may set himself to act like the very model of sweetness and light. Yet his actions will be tainted by hostility. They will not be quite right as genuine, spontaneous expressions of good will. Those who associate with such a person may not know precisely why they are uneasy with him. Yet they will tend to withhold from him their own deep carings. As they give to a child only objects to play with that will not break or that will be no tragic loss if they do break, so they give to such an individual only their surface feelings, those that can stand indifferent handling.

Uncertain and Unfree

To try to give more would be, in fact, to come up against a peculiar block in the hostile person's power to receive. Since he, however unconsciously or however deliberately, is "putting on an act" instead of simply acting as he feels, he has to be to some extent guarded. He has to watch himself, control himself, keep a check on his emotions and on his tone of voice and on his words. He is not, therefore, free to lend himself with full and sensitive attention to anyone else, and he can receive from another person only what can be received in a state of half attention.

The point here—and it will be the central point of this year's series—is that emotional health or ill-health is not something that can be so hidden away that there will be no visible clue to its presence. Healthy emotions move people to do the right sorts of things, things that express the realities of a situation and that make for happy, productive, good-willed relationships between an individual and his environment. Unhealthy emotions move people to do the wrong sorts of things, things that do not fit the case, that leave out of account factors that should be taken into account. Or they move people to do the right sorts of things in wrong ways, ways that have no spontaneity in them, that are stilted, strained, self-conscious. "By their fruits ye shall know them"—by the sound, nourishing fruits of emotional health, or by the sour, unpalatable fruits of emotional ill-health.

During recent decades we have learned much about the signs of emotional disturbance. Recognizing that behavior is a form of language, we have learned to read in this language many reports on

emotional insecurity. Particularly where our children are concerned, we have put new interpretations upon old forms of misbehavior and have accepted new standards for dealing with offenses. More and more we are learning to extend to our fellow adults a similar understanding.

It is natural that the behavior signs of emotional ill-health should thus have caught and held our attention. Actions that are grossly or consistently unfitting make us take note of them—whether out of exasperation, embarrassment, compassion, fear, or the practical wish to have life operate smoothly. They create tensions that must be dealt with. They distract our attention from what we want to do, and waste time and energy. They confront us with dangers that must be met. We are aware of them, in short, for much the same reason that we are more aware of one bad driver on the highway than we are of a hundred good drivers, or more aware of one glaring social ineptitude at a party than we are of all the actions that have otherwise made the evening go smoothly.

Because people who suffer from deep emotional problems inevitably act them out in ways that create problems for others, we have tended to reach eagerly for the psychological insights that will help us recognize and handle "problem people." This has been all to the good. Yet it would be tragic for us to feel that such insight is all that psychology has to give us. We human beings do not live for the sole purpose of not making a mess of things. We live to enjoy sound, positive relationships with our world. It would seem, then, that the time has come for us to ask not only what emotional ill-health looks like, in order that we may properly treat it, but also what emotional health looks like, in order that we may, for

ourselves and for others, encourage it into existence.

What does emotional health look like? That is the question to which, in the articles that follow, we shall be seeking one specific answer after another. Here, however, we can make only some preliminary observations.

The Robust Response to Life

Emotional health looks like action that is happy and that is producing happiness rather than misery. It looks like absorbed interest in what one is doing rather than halfhearted interest or downright boredom. It looks like friendliness. It looks like the kind of thoughtfulness that goes with trying to get on to the hang of things; trying to figure things out; trying to find the clue that will resolve a problem. It looks like creativeness rather than a stolid acceptance of whatever exists. It looks like warm appreciation.

What does emotional health sound like? It sounds like laughter that has no malice in it. It sounds like the voice that carries the inflections of a various response to life—a voice that reports not only conviction but also perplexity and a power to acknowledge error; a voice that is adaptable to both small talk and the "large talk" of serious purpose, deep belief, and profound wonder and reverence.

Emotional health, in short, expresses itself in the language of relationships. It is present, we can assume, wherever we see a human being happily and consistently going toward the possibilities and realities of his world rather than withdrawing from them. A sound emotion is an emotion that enables a human being to bring his inborn powers into such connection with his environment that both his personal life and the lives of those around him are enriched by the contact.

FOR GALLANTRY IN ACTION

Day in and day out the nurses at the Veterans Administration Research Hospital in Chicago go quietly about their duties. In their neat white uniforms they complete routine tasks in matter-of-fact calm. When emergencies arise they step in and carry on casually. It's all part of the job, part of the day's work. And usually the patients—like patients everywhere—accept the ministrations without any great to-do. Deep down, of course, they are grateful for the nurses' skill and devotion, but the former servicemen make no great ceremony about acknowledging it. At least they made no ceremony till one day last month, when their appreciation burst out in a big, warm, spontaneous demonstration.

The display was sparked by a visit—the visit of Mlle. Gèneviève de Galard-Terraube, the "angel of Dien Bien Phu." After a tour of the hospital, the petite nurse who stayed at her post through the siege of the beleaguered fortress in Indochina was given a reception, which was attended by the nurses of the hospital. While this event was going on, the patients back in their beds fell to thinking. These nurses of theirs were a plucky lot. They too had a strong streak of gallantry. Their steady courage through shadows of pain bolstered many sagging spirits. Their own bright health was a quiet reminder that life holds more than the aches that sometimes seemed to blot out everything else. This is what their nurses meant to them. This is what every good nurse means to her patients, whether or not the spotlight of fame seeks her out.

How could they tell all this to the women in white? How could they say it simply, eloquently? They found a way. When the nurses returned to duty, after the reception in honor of their valiant colleague, a surprise awaited each one of them—a corsage of gardenias!

Pediatrician to Parents

Julius B. Richmond, M.D.



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The pediatrician is a skilled fighter of disease in the very young. But he is also a teacher, a friend, one of a team dedicated to safeguarding the health of the child. His office is a center where parents come to learn how children grow and thrive.

This is the first article in the 1954-55 study program on the preschool child.

most people still think of a doctor as being someone to call on when illness or accident strikes, someone who is an "ever present help in time of trouble." Yet the help given by the modern pediatrician or the general physician interested in children is no longer limited to times of trouble. No longer does he care only for the sick child. Rather he has become the professional person with the major responsibility for helping parents guide their children's growth—not only physical but mental, emotional, and social. And increasingly, as time goes on, he is accepting this responsibility. A survey conducted a few years ago by

the American Academy of Pediatrics indicated that more than half of the pediatrician's time—54 per cent—is spent in "well-baby" activities and the supervision of child health.

Perhaps because of this trend pediatricians find that the most common question parents ask them is "Doctor, do you think my child is normal?" This mythical American goal of "normality" is one that all too many parents seem to be pursuing. But are we wise in our worship of normality? After all, in a democratic country, is it not traditional to put a high value on individuality, on the unique character

of each human being? And is not our country more creative, more productive, and stronger as a result? If we are content to settle for mere normality in our children, we shall certainly make it harder for each one of them to fulfill his greatest potentialities.

To understand and respect a child's own talents and abilities we must recognize all the many possible variations in ways of growth. Both as parents and as physicians we must recognize too that we do not and cannot create growth. Instead it is our privilege to allow growth to unfold. But unfortunately we are also in a position to interfere with the growth process if we are not aware of the child's particular needs.

Most American communities can offer parents many kinds of help in fulfilling their responsibilities to their children. Among these are the services of physicians who understand the needs of children. Take advantage of such opportunities. Share your problems with your doctor or pediatrician. Go to him regularly over the years so that, knowing your child and knowing you, he will be able to give you the best possible assistance.

Explorer—Junior Grade

We have been told over and over again that the foundations of personality are laid early—from the child's infancy throughout the preschool years. Especially during this period a parent should learn to understand his child's individual needs. Young children, for instance, having learned to walk, exercise their curiosity along with their muscles. They get into everything, explore every available nook and cranny. They learn what things are safe and comfortable to see and touch; they find out all they possibly can about the little world around them. I have long thought that if we really want to develop research scientists, we can do no better than to encourage children's natural curiosity, nurture it and let it flourish through all the years of childhood and on into adult life.

What if we fail to do this? What if we discourage a child's efforts to learn by too many "No"'s, too many prohibitions? He will soon find that his attempts to learn are unsafe, uncomfortable, or unrewarding. And he will probably stop trying, stop exploring and investigating. This discouragement may even be carried over into the school years. Indeed it often happens that the learning problems of school-age youngsters have their origins back in the preschool period.

But modern living conditions may not always provide adequately for the young child's efforts to explore. Small homes and crowded apartments do not permit the running, pounding, and shouting that are his natural outlets. Yet many parents, I have observed, do not realize how a few simple precautions, a few household rearrangements will give the child the freedom he needs. Mother, try removing the knickknacks from the coffee table, at least during the

day. Put your good books out of reach. Or perhaps one cupboard door needs a child-proof latch. You'll save yourself a great deal of anxiety and relieve your child of pressure too. Don't make the mistake of feeling, as so many couples do, that successful parenthood means conducting household affairs as usual. If you even attempt to do so, you will invite feelings of frustration and defeat.

Naturally we want our children to grow up safe as well as sound. Now that infectious diseases are on the decline, accidents have become the leading cause of death among children over one year old. Every physician's office, therefore, must become an accident-prevention center—with the cooperation of the parents. Since small children cannot understand the dangers about them, mothers and fathers must be on guard to protect them from the hazards of traffic, electricity, and fire and from other dangers such as drowning and poisoning. The home, too, must be an accident-prevention center.

As the preschool child grows older many a doctor is asked "What about nursery school?" Quite likely he will reply that a nursery school program may be of considerable value, especially if living conditions at home are a bit crowded. In that case the school may offer the child his only adequate outlet for his boundless physical energies. In addition, well-trained nursery school teachers can help parents to understand their child's pattern of growth. Visit a nursery school once or twice and you'll see how different children can be and still be normal!

Growth, however, does not always proceed smoothly. Think of the complicated problems a young child faces. He learns to talk. He finds he is expected to use the toilet. He gradually discovers what behavior is acceptable and what is not. But when the pressures on him become too great or too many, disturbances may develop—difficulties in bowel and bladder control, thumb sucking, inability to go to sleep or night terrors, stuttering or immature speech, or unduly "babyish" behavior. Fortunately when these problems are brought to the attention of the physician *early*, they can usually be solved.

In Tiptop Shape for School

When the end of the preschool period is in sight and kindergarten or first grade looms ahead, it is particularly important to check the child's health. (The P.T.A. Summer Round-Up of the children exists, of course, for this very purpose.) New and complex experiences lie before him, and he must be able to take them in his stride. At this time the physician must determine whether the youngster can meet the new challenges of school. Are his hearing and his vision normal, so that he may learn effectively? Often a child who does so poorly at school that he seems mentally retarded really can't see or hear well enough to keep up with his class. It is far

better to discover these problems before he enters school than afterward, when he has come to feel himself inadequate and a failure.

He will be with many other children too, so it is well to check on his immunizations, not only before he starts school but throughout his school years. The physician will also want to evaluate the child's muscular, bone, and joint structure as well as his heart, to determine whether he needs any special program of physical activity.

Perhaps most important of all are the five- or six-year-old's psychological problems. No parent should hesitate to talk these over with the physician and ask for direct and immediate help. Because psychological problems are the most common cause of later difficulties in learning, they too should be recognized and dealt with early.

Growth Under Watchful Eyes

Let me say once more that the pediatrician can always be of greater help to the family if he has a continuing opportunity to observe the child. Growth is a dynamic, ongoing process, and the physician must take note of every phase. Not only can he more readily determine the cause of difficulties when they occur but he can also observe unusual gifts or talents, so that the child may be helped to use them fully. Certainly the pediatrician's role is not simply one of preventing or treating disease. His first concern should be the fostering of a child's inner abilities.

Today, however, families move about much more than they ever have. Often it is not possible for the same physician to watch a youngster over many years. But parents can, when they move to a new community, seek out as soon as possible a pediatrician or a physician who is interested in children. Above all they should not wait until a child develops an illness before frantically looking up a doctor. The youngster will be much more likely to think of the doctor as his friend if he has already seen and talked with him. Then a penicillin shot or some other momentarily painful procedure will not seem so frightening.

How can you find the right doctor in a new community? Get in touch with your local medical society. Its staff can supply you with a list of pediatricians and other physicians who are qualified to care for children.

Although the pediatrician or family doctor is a central figure in the group of those who help every child to attain his best growth, no physician can do this alone. More and more, nowadays, pediatricians are working with a great many other specialists—public health officials, nurses, nutritionists, dentists, teachers, social workers, physical therapists, psychologists, and psychiatrists—on behalf of children and their families. Knowing the kind of help such persons can give, the pediatrician is in a position to



bring together all these services that are designed to promote healthy growth and build healthy personalities. After all, it is he who cares for the child in sickness as well as in health, in the office as well as in the home, and it is he who has a specialized knowledge of each young patient's biological and psychological growth.

And as the parent and the pediatrician work together in a close and continuing partnership they find their challenge in the purpose set forth in 1950 by the Midcentury White House Conference on Children and Youth: "To consider how we can develop in children the mental, emotional, and spiritual qualities essential to individual happiness and to responsible citizenship."

The noted Julius B. Richmond, M.D., formerly professor of pediatrics at the University of Illinois Medical School and director of the Chicago Institute for Juvenile Research, is now professor and chairman of the department of pediatrics in the College of Medicine, State University of New York at Syracuse.

Henry Steele Commager



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two thousand years ago Socrates pointed out that the young reflect what they see and echo what they hear. Their standards are formed by the society in which they live. If they resist, society compels them to conform.

What was true in the Athens of Socrates' day is true in our own. Our schools neither are nor ought to be exempt from the standards and values of the society they are to serve. Yet the schools are not merely the mirrors of society; they are also makers and molders in their own right. In a democracy the relations of school and society are harmonious. But it is not the function of the schools merely to reflect or adjust to the environment. It is not even their function merely to achieve harmony. Rather it is to improve and create, for they are in one sense the conscience of society.

Upon our schools we in America have placed responsibilities heavier than those of schools in other countries. We have required not only that they perform the familiar task of educating the young but

Our Schools

You've heard the question often: "What ideals shall the schools encourage?" A distinguished American historian here amends the query and asks "What ideals shall the schools and society encourage?"

For the school is hard put to teach what society vetoes. In his reply Henry Steele Commager draws on some of our noblest traditions.

that they undertake a mass education not heretofore attempted in the Western world. In addition, we have required that they create and foster national unity, that they Americanize hundreds of thousands of children of foreign culture, that they inculcate the ideas of democracy and equality, helping in the great task of leveling the barriers of class, language, and religion.

These tasks the schools have performed—and, on the whole, well. But with the partial solution of older problems has come not peace and serenity but responsibility for a host of new problems. How, then, are we to prepare the next generation for the old, familiar, but ever new tasks; prepare them—to use Lowell's graphic phrase—"to be Pilgrims and launch their own Mayflower"? What are some of the standards that the schools and society must inculcate in the next generation?

To begin with, we must train them to keep the nation secure and intact, to protect its resources and develop them, to cherish true Americanism and true

and the Climate of Freedom

loyalty. We can expect that the schools will help fit young people to live in the new world. We cannot train them in all the specific skills they will need, but we can train them in philosophy, in right attitudes and duties, and in the development of character.

Our schools must encourage brains, for our world needs brains. We can no longer be content with mediocrity, with the second rate. There is nothing undemocratic about this. To develop an intellectual elite is no more undemocratic than to develop an athletic elite or a journalistic elite. We must learn to take brains in our stride, as we do expertness on the football field, the basketball floor, the stage, or the newsroom.

But the schools cannot put a premium on brains if society does not. What is society's attitude toward the intellectual person? What are boys and girls taught at home, in the newspapers, over the radio, or on TV about the man of learning? That at the very least he is silly, and at the worst dangerous. That the teacher, the librarian, and the scholar are the lowest paid of all professional workers.

The problem of the place of brains in our society is particularly urgent now. We are witnessing a wave of irrationalism that threatens our whole educational system. Irrationalism engulfed ancient nations of the Old World and contributed to their destruction. We would do well to beware its ravages.

Another thing we ask of our schools—and ask rather stridently—is that they inculcate a respect for law. Yet we cannot expect the schools to teach discipline if society rejects and flouts it. We are not disciplined on the highways. Our advertising, with its emphasis on exaggeration, sensationalism, the irrelevant, and the salacious, is undisciplined. Many of us *are* disciplined in our eating and drinking, but it would be a bold critic who would assert that comics, movies, radio dramas and soap operas, and TV programs teach discipline.

Pioneers of Intellect

What else do we ask of our schools? We ask that they put a premium on private enterprise. Yet we appear to be engaged in a major effort to frustrate such enterprise in the intellectual and spiritual realms. A society that discourages free enterprise in these areas will soon discover that it can look for progress in no area. We cannot expect to turn out dreamers, who have made for progress in every generation, if we penalize thinking that does not conform with our dull notions of what safe thinking ought to be. Nor can we expect our teachers and administrators to furnish examples of enterprise if we continue to harass those who show originality. The discouragement of enterprise today extends even to college students.

We must restore to our colleges and universities that atmosphere which Judge Learned Hand recalls and celebrates in the Harvard of half a century ago and which still permeates that great institution: "You were in the company of those who thought that the noblest of man's works was the pursuit of truth, . . . who asked no warranties and distrusted all such, who faced the puzzle of life without any ready-made answers."

What further do we ask of our schools? We ask that they encourage experimentation. America itself was the greatest of experiments. Our government, our economy, our educational system, even our churches and our philosophy have been experimental. One of our gravest dangers is the temptation to reject our tradition of experimentation, of taking risks, of gambling on the intelligence of the American people. Our schools must encourage the open mind, because that is the traditional American habit of mind. Only by the persistence of that habit can we hope to meet new problems or work out solutions to old ones.

We must encourage experimentation in science. If we create a climate of opinion in which scientists

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fear to be experimental or bold or original, we will end up with scientists who are incompetent. And we should encourage experimentation in politics. There is room for improvement in the machinery, room for new machinery and new principles.

Here again, if we wish to assure that the next generation is indeed experimental, we must reward nonconformity. We must create a climate of opinion in which the young naturally challenge the assumptions of the old and naturally embark on new enterprise, use new efforts to achieve new goals.

History Issues No Guarantees

It is not difficult to understand the yearning for security that has swept over us. But if we suppose that we can achieve security by resorting to the dogmatic, we gravely delude ourselves. We must avoid the habit of exacting guarantees against all conceivable misadventures. We want guarantees that our teachers and professors will conform with our notions of Americanism. We forget that societies which enforce conformity on educators make irremediable mistakes and those which protect the freedom of the school and the student survive and flourish. We want guarantees that our children will not be exposed to dangerous ideas. We forget that all ideas may be dangerous, that only by familiarity with ideas can children learn to distinguish between the true and the false. We want guarantees that no power granted in our Constitution can ever be abused. Distinguished statesmen point with alarm to potential abuses in the Constitution, forgetting that every power granted in the Constitution may be subject to abuse, including the legislative and the investigative.

Our schools should also encourage the habit of cooperation, of joining, of voluntary association. The schools are themselves the special concern of one of our largest voluntary organizations—the P.T.A. It is well that Americans are joiners by instinct and by habit, for our democracy has functioned chiefly through private associations—churches, political parties, unions, professional groups, fraternal orders. But this habit of voluntary association will not flourish if men and women have to be careful of what they join because someone, somewhere, somehow might think their organization radical or subversive.

The fear of association pervades many a campus. It may in time pervade the whole educational scene. Already we are witnessing efforts to require loyalty oaths from officials of parent-teacher associations. If these efforts succeed, there is no reason why loyalty oaths should not be required of all parents and all prospective parents. Let's beware lest we adopt positions that in the end will discourage private voluntary association. If that happens, we will have dealt the most serious of all blows to freedom and democracy in America.

One other inescapable fact our schools need to keep in mind—that our people are drawn from every race and from every land and that they worship God in a variety of churches. Given a nation with many sectional, racial, religious, and class interests, how else can we achieve unity but by leaving room for all? It is well to remember that those nations which have required and imposed conformity on their people have broken apart and those which have left room for diversity have held together.

The Habit of Freedom

We should ask too that our schools encourage freedom, and this they can do only in an atmosphere of freedom. Today they are functioning in an atmosphere clouded by fear. Teachers are distracted by supervision of what they read, what they join, what they say, and what they think. Students—and this is perhaps the ultimate indignity—are induced to avoid controversy, to avoid joining, to avoid political activities, to suppress youth's natural instincts of benevolence, liberalism, and inquisitiveness and adopt instead the virtues of prudence, caution, and conformity.

In this atmosphere our schools cannot perform the grand purpose which they alone are capable of performing. It is not only the schools that will suffer, not only the teachers, scholars, and librarians, but the commonwealth itself. For if, out of timidity, fear, suspicion, envy, or hatred, we start hacking away at our freedom, we will in the end forfeit both security and progress.

If our schools are to serve us in the future as they have in the past, they must inspire in the young the habit of freedom. They cannot do this unless they themselves practice freedom. They cannot rear a generation dedicated to freedom if that generation learns from newspaper headlines, radio broadcasts, and reckless acts of legislators that freedom is dangerous and a thing of little worth. It is useless to suppose that we can stain and tarnish the spirit of freedom, yet have it emerge somehow bright and gleaming in the next generation. As Robert Hutchins has said, "It is not necessary to burn the books; just let them go unread for one generation."

There is another demand that we should make upon our schools, colleges, universities, libraries, and foundations: that they help to preserve and protect and advance the great community of learning—a community that knows no national, racial, or religious boundaries.

Almost all scholars agree that science, scholarship, poetry, music—those products of the human mind and spirit—are not the possession of a single people or nation but of all peoples. Yet here once more there is something like a conspiracy to force scholarship into national molds. From all sides, but

(Continued on page 33)



● *My question is quite short. What can my husband and I do for the education of our children? I realize that the school can't do everything and that it wants our cooperation.—MRS. S. T. G.*

I saved your question for the beginning of the school year. Let me answer with these questions to you:

Do you talk in the home about the importance of education?

In my own home both my parents constantly held before us the value of a college education. Father would tell in glowing detail about the well-educated people he met. Good marks in schoolwork and recognition in school activities always brought forth family applause. With us faith in education was as strong as faith in the Golden Rule.

Do you understand your children?

Silly, you say. Who knows them better? Children are more complicated than you may think. Their teachers now accept the responsibility of *really* knowing children. They use modern skills that science gives us to find out what makes children tick. They know that they can educate a child more successfully when they understand him. Are you and your husband taking time to brush up on child development? (Obviously you are, if you're a regular reader of this magazine.)

Do you know what the school is trying to do for your children?

This may not be too easy to find out if your school is one that hasn't yet developed ways and means of working with parents. Ask the teachers what they expect to accomplish during the coming semester. The best school practice now calls for teacher-parent conferences. (See page 23 of this issue.) If this is not the custom, arrange to meet the teachers, but don't make yourself a nuisance.

Do you support and help the teacher?

When I was a boy if we were punished at school we were immediately punished more severely at home. But let's look at the positive side a moment. Your teachers' success with your children depends

largely on their breadth of experience. Do you take them to zoos and museums? Do you take them on trips? Do you discuss current affairs at the dinner table? Do you discuss the meaning of words? Better than anyone else, parents can supply the experiences that make teaching and learning easier.

Does your home provide a good climate for education?

Are books important in your house? As your children continue their education, books become more and more essential to their progress. Their success in college will depend chiefly on well-developed skill in reading. We know that the child who grows up in a home where books are abundant and where parents read and love books is the child most likely to be a good reader.

Do your children have a quiet place to study? Do they have their own books? Do you help them to pick out books at the library or in stores? Do you encourage them to start their own libraries? Do you have source books suitable to their years—dictionaries and encyclopedias for boys and girls? Teachers tell me that reading is harder to teach nowadays because so many parents regard it as unimportant. If you live mainly by television, the movies, and such, how can you expect your children to regard reading as important?

Do you use persuasion instead of threats?

I know a parent who so pestered his daughter to get high marks that she had a nervous breakdown, which forced her to leave college. Later, after she had left the parental roof, she returned to college and completed her education with honors. Certainly you, as an American citizen, know what it means to be a salesman. You know how salesmen operate. Are you a salesman of education to your children? You are in a better position to promote education to them than anyone else in the world. You can make education a continuous sales campaign in your home.

These are some of the ways in which you can do much for the education of your children. You may be sure that the teachers will thank you for making their hard job easier.

● *Our girl is entering her senior year in high school, so we are thinking about what college to send her to. Because many of her friends are going to C——, she thinks she wants to go there, but we may not be able to afford that institution. Where can we get information about colleges?*—H. C.

Go first to your high school's guidance director. If it doesn't have one it ought to. Someone in the high school should have the best directories and information on costs and requirements.

Among the directories to look at are these:

American Universities and Colleges, published by the American Council on Education. A basic directory.

Lovejoy's College Guide, published by Simon and Schuster. This suggests how to select a college and supplies vital information on costs and scholarships not found in the professional directories.

The College Handbook (College Entrance Examination Board, 425 West 117th Street, New York, New York). This is issued by an agency that does national testing.

Junior College Directory, published by the American Association of Junior Colleges.

What you may be looking for is guidance on ways of deciding which college would be best for your daughter. On this point a new device I have just seen may prove useful. It is a kind of kit prepared for school guidance directors. It consists of a large wall chart entitled "How Do I Choose a College?" and tablets with work sheets for the use of students and their parents. The tablets are entitled "Seven Steps in Selecting the Most Suitable College" and "College Check List." The latter has spaces for checking cost, type of college, size of student body, student aid program, social life, religious life, and so on. The kit will help you to be precise in your thinking. It is available from Arthur C. Croft Publications, 100 Garfield Avenue, New London, Connecticut.

Don't overlook the teachers' colleges, even if your teen-ager isn't going to teach. There good teaching is stressed. Many teachers' colleges now pay the best salaries and hence are able to attract the best faculty members. Their fees tend to be low, and so do living expenses. Many, too, have become general colleges and are as attractive to men as to women students.

If your daughter already knows her special field of interest, inquire closely into the competence of the staff in that area. The quality changes from time to time. Look for institutions in which the faculty members are fairly young and very much on their toes.

● *At the beginning of the year I like to assemble teaching aids I can use with my class. What are the best sources of information about such aids?*—P. R.

There is indeed abundant material to enliven instruction. One good up-to-date guide is *Free and Inexpensive Learning Materials*, available for a dollar

from the Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tennessee.

A whole series of guides covering a variety of instructional materials is published by Educators Progress Service, Randolph, Wisconsin. Ask for information on educators' guides to (1) free materials, (2) free films, (3) free slidefilms, and (4) free curriculum materials. Just recently I received a copy of a new annotated list of 2,100 films: *Educational Motion Pictures*, Visual Instruction Bureau, University of Texas, Austin, Texas (one dollar). It contains an extensive topical index. And you are no doubt familiar with the excellent guides to films, filmstrips, pamphlets, and so on published by the H. W. Wilson Company.

Sometimes magazines provide guides. More than nine hundred sources of free and inexpensive materials will appear in the September 22 "Where To Find It" issue of *Scholastic Teacher*.

One thing you and every teacher can do in appreciation of the fine, colorful, and costly materials with which you are supplied: Don't waste them. And don't have all the children in your class write individual letters asking for some free teaching aid from an organization or association that offers such aids.

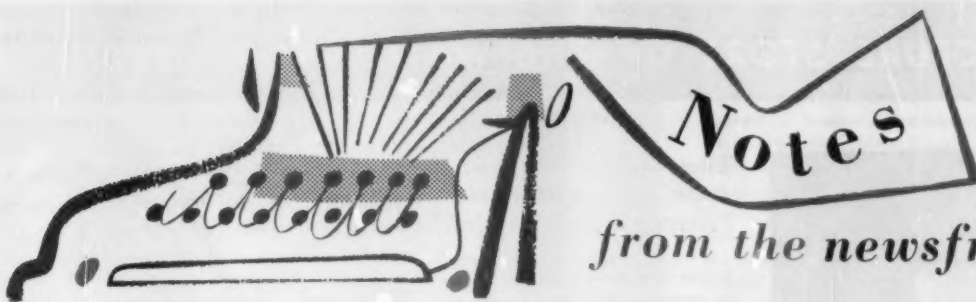
Before you send that postcard ask yourself, "Is this material likely to fit my subject field or fields? Is it suitable to my grade level?"

Have you thought of working with other teachers in the assembling of teaching aids? I know of schools where the principal appoints a committee whose members represent various subjects. This committee receives, reviews, and makes available to teachers the many fine instructional aids that are being offered.

A curriculum materials center, either for a school or for a school system, also now appears quite often on the educational landscape. Such centers help teachers secure instructional aids of all kinds. Some even maintain laboratory facilities that enable teachers to create aids to fit particular instructional programs. They serve as training centers, too. Naturally you don't need a six weeks' course to know how to use a poster, but you may need one hour of instruction in how to run a tape recorder without getting wrapped in brown (not red) tape. I know some of the people who are creating aids, and I can assure you that they summon competent educational advice on their programs. One large national association called in a committee of educators to review its teaching aids. The committee said, "Throw them all out and start over." So that's what the association did.

—WILLIAM D. BOUTWELL

Editor's note. Whatever your question regarding school needs, problems, and responsibilities, this department can help answer it. Please send your queries to Mr. Boutwell in care of the *National Parent-Teacher*.



A Judicial Inspiration.—Lending libraries for books, pictures, records, and films are nothing new. Why not a place where kiddies can borrow toys? There is such a center in one large city, and it rates tops with the lollipop set. Any child who takes good care of a toy for six weeks gets a "certificate of adoption," which means that the toy is his for keeps. The "tobery" was the idea of a Children's Court judge who wanted to do something for children *before* they got into trouble.

Sky Fuel.—The sun's energy will be heating homes and commercial buildings by 1963, according to an official of the American Society of Heating and Ventilating Engineers. The society, in cooperation with the University of Minnesota, is carrying on research to aid in the designing of solar energy heating systems.

Heartening Statistic.—Asked about the effect of the United Nations International Children's Fund (UNICEF) in his town, one Brazilian villager pointed to the bell in the church tower. "That bell used to toll the death of a baby three or four times a day," he said. "Now it rings three or four times a month."

Where Slumber Is King.—What with doorbells and phone bells, alarm clocks, late TV programs, and sundry street noises, do you sometimes wonder whether there's a not-so-silent conspiracy against slumber? Rejoice. There are signs that the rights of the sleeping are winning new respect. A let-'em-sleep hospital is being planned for a West Coast city. Patients may doze far into the morning confident that they'll not be roused for thermometer readings, dawn baths, or other sleep-shattering routines.

Serenade for Senators.—The U.S. Senate rang with song recently. From the gallery twenty-five Korean youngsters in red, green, yellow, and purple outfits greeted the lawmakers with "Howdy Do, Gentlemen, Howdy Do." The spirited opening song was followed by a Korean tune, then by "I've Been Working 'on the Railroad" and "Clementine" (in Korean and English). At the end of the six-minute concert the young choristers bade the senators a musical farewell and departed, waving their distinguished audience good-by. The singers, many of them orphans, had been touring the country on behalf of American-Korean friendship.

Flameproof Apparel.—On July 1 Uncle Sam's Flammable Fabrics Act went into effect. Under this law no dangerously flammable clothing or fabric intended for clothing may be sold or moved across state lines. To meet standards set by this law certain fabrics, including nets, laces, veils, or napped cloth, must be treated to make them fire resistant, and the flameproof finishes must withstand washing and dry cleaning. Face veilings come under the law, though some hats, gloves, and footwear do not.

New Ice Age.—In our lifetime we have seen a steady parade of products to the frozen-foods counter. Today the frosty recesses offer Mr. and Mrs. Shopper meat, vegetables, fish, fowl, waffles, fruit juices, and pies. Now still another product is scheduled to join the march to the freezers—frozen soup in varieties ranging from bean to cream of shrimp.

Bright Touch.—A dash of color is being added to the American street scene. The trucks of the Post Office Department, now olive drab, are getting a new color scheme. The change calls for gay stripes of red, white, and blue in luminous paint that can be seen on the darkest night. Because the Post Office still has stockpiles of the khaki-colored paint it will be five years before all the trucks are brightened up.

Inward Defense.—Are calmness and serenity a shield against cancer? Several psychologists and physicians in Houston, Texas, have teamed up to answer this question. Researchers have already reported evidence that a healthy mental attitude may put the brakes on the growth of some cancers. How so? Worry and fear can cause glands to step up their output of hormones, and certain hormones can step up the growth of some cancers. "A mental attitude which wards off worry or stress would therefore be helpful," concludes a writer in *Today's Health*.

A Singular School.—The tiny village of St. Ann on Cape Breton Island in the Gulf of St. Lawrence can make a unique boast. It is the home of the only school in North America where classes are conducted in Gaelic.

Record Census.—The prison population—federal and state—hit a thirteen-year high in 1953. The total of 172,729 prisoners for that year was slightly under the peak of 172,996 reached in 1940.

Salty Barrier.—Residents of a small seaside town in Connecticut were so dissatisfied with their television reception that they petitioned the Federal Communications Commission to do something about it. Then one resident noticed that the picture was especially poor after a storm. On a hunch he turned his garden hose on his TV aerial. Reception immediately returned to normal. The whole trouble came from the salt spray that coated aerials whenever severe storms hit the town.

"How's That Again?"—Fifteen million Americans have some degree of hearing loss, Secretary of the Interior Douglas McKay reported recently.

Signs with Staying Power.—Officials of Wakefield, England, are junking public signs that bear the curt command, "Keep off the grass." Instead, the town's new grass-saving signs plead, "Stop. Your feet are killing me."

A PICTURE STORY OF THE NATIONAL CONVENTION



Mrs. Newton P. Leonard, president of the National Congress, greets Nelson A. Rockefeller, Undersecretary of the U.S. Department of Health, Education, and Welfare, just before his enlightening address on "Legislation Affecting Health and Social Security."



"Education Is Everybody's Business," says Samuel M. Brownell, U.S. Commissioner of Education, as he vigorously sums up the major needs of America's schools.

These are some of the highlights, as seen by roving cameramen, of the 1954 annual convention of the National Congress of Parents and Teachers, held last May in Atlantic City.

Below is a picture of the famed "Dr. Spock," the guide and mentor of millions of mothers. Benjamin Spock, M.D., is speaking at a section meeting on "The Mainstays of Mental and Physical Health." Left to right, Carl A. Troester, Jr., executive secretary of the American Association for Health, Physical Education, and Recreation; Mrs. Otto Eisenstein, National Congress vice-president; Henry F. Helmholtz, M.D., national chairman of the Committee on Health; Dr. Spock; Daniel Bergsma, M.D., New Jersey commissioner of health; Ruth J. Raattama, M.D., national chairman of the Committee on the Exceptional Child; George S. Stevenson, M.D., medical director of the National Association for Mental Health; and Herbert B. Bain, director of public information, American Dental Association.



Audience and panel had an exciting time at the section meeting on "Expanding and Enriching Your Parent Education Program." Panel members, left to right, are Paul A. Witty, professor of education at Northwestern University; Mrs. Pauline P. W. Knapp, director of the Merrill-Palmer School in Detroit; Ralph H. Ojemann, national chairman of the Committee on Parent Education; Bess Goodykoontz, director of comparative education in the U.S. Office of Education; Joseph K. Folsom, professor of sociology at Vassar College; Robert J. Blakely, manager of the central regional office, Fund for Adult Education, who presented the subject; and, presiding, Mrs. S. Theodore Manduca, National Congress vice-president.





A group of experienced educators explored the subject "Are the Schools Serving Today's Needs?" at the second section meeting on school education. The panel was led by Stephen M. Corey of Teachers College, Columbia University (second from right). William D. Boutwell is at the left. Then come John W. Headley, treasurer of the National Congress; Jordan L. Larson, president of the American Association of School Administrators; and Knox Walker, second vice-president of the National Congress.



The section meeting on "How Fares the American Family?"—introduced by Margaret Mead, renowned anthropologist—produced a spirited discussion not only among panel members but throughout the audience as well. Left to right, Mrs. Edward T. Walker, National Congress vice-president, who presided; Dr. Mead; Esther E. Prevey, national chairman of the Committee on Home and Family Life; Alice Keliher, professor of education at New York University; and Lawrence K. Frank, nationally known mental health specialist.



William A. Early, then president of the National Education Association (standing at right), gave the subject presentation at the first school education section meeting on "Acute Problems Still Facing Our Schools." With him here are Everett C. Preston, director of the division of adult education, New Jersey Department of Education; and Mrs. T. J. Mims, National Congress vice-president. Seated are Mrs. May C. Smith, president of the New Jersey Education Association; Mrs. Russell C. Bickel, secretary of the National Congress; and Knox Walker, second vice-president.



"The National Parent-Teacher: How It Serves a Responsible Society" was the title of a symposium devoted to the P.T.A. magazine. The general atmosphere of high enthusiasm is amply evident in this photograph as Mrs. Leonard chats with two long-time contributors—Paul A. Witty, who is an advisory editor of the magazine, and William D. Boutwell, author of the monthly feature "What's Happening in Education?" The third member of the symposium was Bess Goodykoontz, director of the National Parent-Teacher study course on school-age children.



The subject of "Building Healthy Personalities Through Recreation" is being introduced at this section meeting by Charles K. Brightbill, professor of recreation at the University of Illinois. Listening attentively are the panel members who will soon discuss the problems he defines: left to right, Edward G. Stapleton, superintendent of schools for Baltimore County, Maryland; Mrs. Albert Solomon, national chairman of the Committee on Citizenship; Lloyd V. Funchess, national chairman of the Committee on Music; Frances H. Haire, superintendent of recreation at East Orange, New Jersey; and Dorothea Lensch, national chairman of the Committee on Recreation, leader of the panel. At the far right is Mrs. O. G. Hankins, vice-president, who presided.

Benjamin A. Cohen, dynamic Assistant Secretary-General of the United Nations, speaks earnestly of the growth of moral responsibility in his address on "What Better Homes, Schools, and Communities Can Do for World Peace."



Bertram M. Beck, director of the Special Delinquency Project sponsored by the U.S. Children's Bureau, eloquently addresses the group on "New Approaches to Juvenile Delinquency." This keynote speech inaugurated a full day's discussion of the prevention and treatment of delinquency among today's youth.



Seriousness and singleness of purpose marked the section meeting on "Treating and Rehabilitating the Delinquent." In this photograph Mrs. Rollin Brown, first vice-president of the National Congress and leader of the panel, is opening the discussion. Panel members, left to right, are Douglas H. MacNeil, chief of the bureau of community service, New Jersey Department of Institutions and Agencies; Milton G. Rector, assistant director of the National Probation and Parole Association; Mrs. Elizabeth Healy Ross, deputy chief of the U.S. Children's Bureau; Francis J. McCabe, chief judge of the Juvenile Court of Rhode Island; John A. Cummings, assistant director of the New York City Bureau of Compulsory Education; and, presiding, Mrs. Herman Nordfors, National Congress vice-president.

What Is Gained by



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Teacher- Parent Conferences?

Bess Goodykoontz

There's nothing new about teacher-parent conferences, as Dr. Goodykoontz points out. They've been going on, formally and informally, for a good many years now. But they're taking new and exciting forms these days. Here is the cheering story of what is happening, together with sound suggestions for strengthening one of the most important of human alliances.

THE first snow had come without warning—thick and wet, riding a cold wind. They came stomping in out of the storm—the parents who were scheduled for afternoon conferences, glad for the warmth of the school's broad halls, sniffing the instant welcome of coffee steaming on the electric plate. The larger cities were already paralyzed by the sudden arrival of winter, but this little village in northern Michigan took it philosophically. Excitement came with the snow. Next week the deer-hunting season would open, and the roads from the south would pour a steady stream of cars into the village. The red coats and caps of the hunters were already beginning to show up fine against the snow-coated woods.

Inside the schoolhouse all was ready. At the widened-out section of the hall a comfortable sitting room had been devised. There was a place for the wet coats and galoshes. Chairs and sofas were plentiful. The new textbooks for the year were displayed on a table, and the makings of more coffee were at hand. Several parents chatted comfortably as they waited their turns with the teachers.

"How does your Jimmy feel about second grade now? My Bob nearly died when he had to leave first grade. But they all get to love Miss Allen."

"Who's on the ski tournament planning committee this year? We certainly had a wonderful crowd last year."

"Does anyone want to share a date at the cannery? I have only about half enough chickens for a full date."

The superintendent sauntered by, stopped to visit the group, and joked with the vocational agriculture teacher. The superintendent himself had three children in the school. How, he laughed, was he going to get appointments with all their teachers on the same day?

Now and then a teacher came along with one of the parents, paused for a cup of coffee, and went back to her classroom with her next appointee. And on through the afternoon went the conferences, about a half hour each. Time out for supper, and then they began again, with now more of the fathers and more



Far from the snow-mantled Michigan community described at the beginning of the article is this conference between principal and parents at a school in sunny Hawaii. Such small group meetings are encouraged throughout the Islands by the Hawaii Congress of Parents and Teachers.

of the parents from some distance out of town. The lights shone brightly until nine. Then one by one the windows darkened, the last cars shook off their high white caps as they pulled out of the drifts, and at last all was quiet around the big red brick building.

Seeing with One Another's Eyes

What were they thinking, these parents and teachers, as they said good-by and headed toward home? What had they learned about the children and young people they shared with each other? How did they feel about each other? What new ideas had they gained—of things to do, of ways to help? In many homes parents would be talking late into the night.

"Did you see those lovely picture books? I think

we ought to order one or two for Christmas."

"What do you think about letting Paul start lessons on the violin? The music teacher thinks he's old enough, and you know he's always begging to try."

"Miss Power says reading is hard for Gertrude. She'd like us to let her read to us at home, and she gave me some easy books."

"Mr. Wilson says Jerry is unusually quiet for a boy his age. I guess it's because we live so far from other people and he's alone so much. Mr. Wilson wants him to join the Boy Scouts. Do you think we could let him come in to the school on Saturdays sometimes?"

And the teachers—what were they thinking?

"So Bert had rheumatic fever once. I guess I'd better watch him in the games to see that he doesn't do too much."

"Mrs. Peterson's knitting is wonderful. I wonder if she'd come in and help the girls in sewing class. I'm certainly not an expert knitter."

"So many parents ask about arithmetic. Has arithmetic always seemed hard? Maybe at one of the room meetings I could show them what we do in arithmetic. Make it simple but exciting."

"I mustn't forget to look up the title and publisher of that new book the Cranes want to buy for Leila's Christmas present."

And so on—things to know, things to puzzle out, things to do together to help children with their growing up.

In different communities programs of teacher-parent conferences get started in different ways. There was the town where an elementary school principal was invited to talk to the parents' group at a nearby church. With no thought of conferences in mind she touched off a spark that produced a lively project for parents and teachers. She talked about standards of behavior and performance for seventh- and eighth-grade children. How do parents want their children to behave? What do teachers expect? What is the relation between behavior and deportment?

"A good question," said the parents. "You mark our children S in deportment. But what does 'Satisfactory' really mean? Are there some goals you and we should have in common?"

Back and forth the questions flew until closing time, when the principal said, "This is good. Let's go on talking at the school some night next week. Ask anyone you see. I'll ask the teachers, and we'll go on from here."

From this beginning came a group decision that a report card didn't tell parents all they wanted to know. There followed some committee meetings to work out new methods of appraisal, including plans for periodic conferences of teachers and parents. To

this day in that town the individual conferences of the children's parents and teachers are thought of as a privilege for both groups—something they thought out to fit their own wishes, something they created to meet some real needs.

The Do-It-Yourself Route

Another school came to its periodic teacher-parent conferences along a quite different route. It was a new school, out on the edge of a large city in a section to which many young families had fled. Here they had space, safety from ruthless traffic, quiet, a slower pace of living. In many ways the school reflected these qualities. It was a new school in a fine building. Its teachers liked this shiny new community, unfamiliar to most of them. But strange to say, before long the very qualities the parents had sought seemed to pall on the children. "Nothing to do," "No place to go," "Nothing to play with" were complaints frequently heard. Space alone had no endearing charms for the children.

What to do? Some of the fathers talked about it on their way to work in the city. They decided to bring it up at the next P.T.A. meeting, and there everybody talked the problem over. How much would swings cost? Could the new school yard be laid out with a baseball diamond and tennis or badminton courts? Should little children have separate playground space? How much would slides and swings cost? The evening wore on. Yes, all these things would cost a good deal, said the principal, and there'd be no more playground money that year. The P.T.A. had some funds, but not a lot, the treasurer reported. Everybody looked a little grim.

"Well, that's that," said one of the fathers. "We'll have to do it ourselves. What do you say we all meet here Saturday morning and get things organized?"

And they did. Saturday was just a start, but a good start. Plans were made, committees appointed, recruits sought. And as the weeks went by, seven o'clock each evening brought the fathers to the school grounds—in their work clothes, with tools. Often the wives and children came too. There was time for snacks, for getting better acquainted, for trying out equipment, for chats with the teachers. In fact, before long it seemed that the chance to say just a few words to Junior's and Sister's teacher brought many a parent time and again.

As activity on the playground tapered off, new problems appeared. The neighborhood movie theater offered to put on Saturday morning programs for children if the school would help select the films. A call went out to parents and teachers. "Anyone who will help select the films, transport the children, and supervise them during the film is invited to come to the school Thursday evening to help plan the project."

Then Christmas was approaching. What about the

Christmas program? What should it be for a community of various religions? "Would you like to talk it over?" said the message. "Come at three-thirty Tuesday afternoon."

In February another note went out from the school. "Some children and teachers are being transferred to us from Whitney School, which is overcrowded. New classes will be organized, and at last we can start our cafeteria. We need advice and help. Please come next Wednesday evening at seven-thirty to talk it over."

These small project groups had some special values. For one thing, they brought together people to *do* something, people who were reticent about discussing their own children's problems. They made a neighborhood out of a large number of families of diverse experiences and interests. They gave teachers and parents a chance to know one another when each was at ease and when the situation placed no one of them at a disadvantage. Further, every project pointed up a large segment of children's needs—health, recreation, religion. The playground crew learned much about children's physical growth, from observation as well as from books, when they had to decide whether or not to have a giant stride, how high to make the swings, and where to put the sandbox. And still further, in seeing children and their needs as a group problem, parents could get a fresh look, possibly a more objective look, at their very own problems.

The Purpose Is the Same

Teacher-parent conferences are not new. They have been going on for a long time, ever since the first parent went over to the school to see what was happening there. For a while the term was applied almost entirely to conferences scheduled by teachers as a way of talking over with each parent how his child was progressing. Today such conferences have become more flexible. They may substitute for, or frequently follow, the sending of a report card, whatever its form.

And now it looks as if there may be some value in broadening the concept again, to include all purposeful meetings of parents and teachers, either by two's and three's or in small consultation groups or even in larger cooperative action projects. Whatever kind of conference establishes an easy, friendly relationship, encourages frequent contacts, helps both teachers and parents to understand children better, and leads to better situations for children—that kind will yield great gains.

With this article Bess Goodykoontz opens her own study course for parents of school-age children. Many of those parents already have a strong admiration for the wise and warmhearted director of comparative education in the U.S. Office of Education.

New Approaches to Juvenile Delinquency



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Bertram M. Beck

"It can't happen here" is a phrase that sums up one way of shrugging off social problems like juvenile delinquency. But we are seeing now that social ills don't play favorites. Ignoring zones and street addresses, these ills strike wherever neglect takes hold. This thought may be an antidote to the apathy of too many communities throughout our nation.

A DECADE ago most delinquents came from the slums. This is not hard to understand. It is easy for a child of the slums, pushed out on the street because of inadequate housing, to become delinquent. He has only to imitate the delinquent acts of adults in his own neighborhood. However abnormal delinquency

may seem to the larger society, for the child of the slums it may be normal behavior.

The delinquent act is one of hating, destroying, and injuring. Those who commit such acts are striking at the community of which they do not feel a part. Slum dwellers in our giant cities are not truly part of the community; they are exiles. Why? Because they lack money in a society that values so highly the possession of material things. Because many of them, members of minority groups, are denied opportunities open to others. Because their daily life is often a battle with representatives of authority—the public assistance worker, the public health worker, the police officer.

Up to now delinquency has not been a major problem in rural areas, in the suburbs, and in so-called better neighborhoods. Children from these areas have their problems, but in the past their conflicts have rarely showed up in the form of delinquency because the church, the home, and the

school have had a restraining influence. For the most part young people from homes with social and economic advantages have taken out their problems on themselves rather than on the community.

But today delinquency has spread to these so-called better neighborhoods. This is a danger signal that must not be ignored. It is a sign of social decay, a warning that our social institutions—the home, the school, the church—are losing their power to instill social and moral values.

There is a strong relationship between war and acts of aggression on the part of youth. In time of war or preparation for war, families are on the move; schools are overcrowded; facilities for health, education, and welfare are taxed. These are some of the roots of delinquency today.

To the child the community is delinquent. Why shouldn't he strike at it through acts of delinquency? Seeing only a cloudy future for himself and the world, the child wonders, "What difference does anything make?"

"But," you may ask, "why aren't all children delinquent?" Studies show that most nondelinquents have had good parent-child relations during the first six years of life. They have a sense of belonging that inoculates them against delinquency. Their parents have guided them so skillfully and have offered such admirable examples that no matter what happens, in school or out, they remain fine members of the community.

Yet it does not follow that our sole emphasis in controlling delinquency should be directed at parent-child relations. However important parents are, they are not the sole influence on children. They are not solely responsible for the results, good or bad. Children may be forced into delinquency by social and economic pressures over which parents have little or no control.

I'm thinking of some Puerto Rican boys who moved into an old neighborhood in Brooklyn. These boys, unwelcome in that community, were beaten up. Although they had been taught not to fight, the abuse proved too much for them. Gang war broke out, and one boy was killed.

Programs, Not Punishment

This delinquency resulted from prejudice, which cannot be corrected parent by parent. It is a social, economic, and cultural problem that demands civic as well as individual action. Although programs designed to aid parents are a necessary part of delinquency control, our programs must rally the entire community to this cause.

The delinquent is hostile. He strikes out, and the common reaction is to strike back at him. Again and again we see the urge to punish. The punishment may be directed at the delinquent himself, at his parents, or at various community facilities, including

the school. Yet we would accomplish far more by directing our hostility against the evils that cause delinquency.

"What can we do?" you ask. Plenty. We can expand P.T.A. programs and study-discussion groups to help more and more parents in child rearing. We can work to change attitudes through casual group discussion under trained leaders. We may perhaps have to adapt materials to reach parents of various backgrounds. We may have to set hours for meetings to accommodate mothers who cannot afford baby sitters. In Austin, Minnesota, for example, all the mothers in a single block meet every morning for half an hour, over a cup of coffee, to discuss child guidance and child development.

For parents with pressing economic problems, programs for urban redevelopment, city planning, and adequate housing may be more immediately effective than parent education classes. Broad civic and social projects would give these families a feeling of belonging to the community and a healthy conviction that we can do something about our social problems.

To gain conviction on this point, you may want to try a simple project in your own home. Do you know, for example, how much your state allots to families who must rely on community assistance? Try living for a day or two a week on the budget your state allows to mothers who must support their children in their own homes without help from a spouse. In almost any state such an experiment will demonstrate the need for more adequate allowances.

While one phase of our effort is aid to parents in rearing their children, the other is civic action, so that all parents may rear their children in decency.

We also need to strengthen the influence of the church and the synagogue. After the family, these institutions are the major vehicles for transmitting moral and social values to the young. To strengthen these institutions calls for the spiritual rejuvenation of the entire community.

See for Yourself

Now in spite of all that we may do, we may still have some delinquent children and some children prone to be delinquent. How can we help them?

I am going to propose here that we look not at our successes but at our failures. I suggest that your P.T.A. study the background of children who appear in juvenile court. Find out about the child's family, his community, his school experiences. Perhaps he was known very early as a child with a problem. Perhaps he didn't mix with other youngsters, didn't get on in school. Find out why something wasn't done about it then. Perhaps the teacher was overburdened, simply didn't have time. Perhaps the school had no program for the retarded child.

Maybe the teacher did refer the child to a local agency, perhaps a child guidance clinic. What hap-

pened there? Maybe the clinic couldn't work with him and his family. Maybe the agency had long lists of children and families they *could* work with. Ask yourself what kind of guidance these children need. We must try to see why we are failing them.

You may find that your community's recreation facilities did not serve this particular child. Possibly he couldn't pay the hidden costs of taking part in them. He may have preferred a street gang to scouts or to a boys' club. Maybe the latter didn't meet his needs. These youth-serving organizations deserve credit for the fine job they do with 98 per cent of the children, but we must still meet the special needs of the other 2 per cent. Knowing this, you may want to seek advice on new developments in youth-serving groups.

Scrutinize the law-enforcement agencies that involve the delinquent. Does your police force have a special officer to work with children? Does he have special qualifications? Where are children locked up? In the county jail probably. Visit it, and you may see children from thirteen to eighteen years old behind bars with nothing to do. Think of your own children and their extraordinary energy. What happens to children locked up with nothing to do except listen to stories of vice and degradation related by their more sophisticated companions?

You may find, as I did, a twelve-year-old girl who spent thirty-seven days in a county jail. What was her offense? She had a mentally ill mother. During commitment proceedings to get the mother to a mental hospital and during the search for a foster home for the girl (who was not a delinquent), she languished in a county jail.

Visit your juvenile court. The judge, burdened with a heavy calendar, has broad powers over children and their families. He may have no trained social worker and no probation officer to give him the social and psychological information he needs to discern where the best interests of the child lie.

Trail of Neglect

Visit your state institution for delinquents. It's probably hard to reach, cut off from the resources it needs. In overcrowded quarters, little ones, more neglected than dependent, are thrown in with adolescents, more like adult criminals than juvenile delinquents. The only thing that these children have in common is that the local community doesn't want them or can't help them. In many of these institutions you'll find no psychiatrist or social worker on the staff, part time or full time. You may find brutality, and you may find too the manufacture of criminals in institutions set up for their rehabilitation.

As a result of your explorations you may see something deeper than community needs, something more than a child in jail. You may see the true nature



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of the kind of community that leaves a child in jail.

This is the heart of the problem. If we really believe that children are our greatest resource, if we really believe in equal opportunity for all, if we really believe in human dignity, then why do we tolerate conditions in our communities that breed delinquency?

We cannot cure this evil by getting more probation officers who are graduate social workers. Nor can we cure it by building better detention quarters, nor by training more juvenile police officers. We can cure it by getting communities that want all those things—and more—for all children, even for the least of them.

The greatest obstacle to the success of any P.T.A. program to combat juvenile delinquency is lethargy. Your great job is to awaken the public conscience.

Bertram M. Beck is the able director of the Special Delinquency Project of the Children's Bureau, U.S. Department of Health, Education, and Welfare. This article is taken from an address given by Mr. Beck at the 1954 annual convention of the National Congress of Parents and Teachers.



Books



in review

THE ENCYCLOPEDIA OF CHILD CARE AND GUIDANCE. Edited by *Sidonie Matsner Gruenberg*. New York: Doubleday, 1954. \$7.50.

Every now and then a book comes along that is an event because it meets a genuine and widespread need. Such a book is *The Encyclopedia of Child Care and Guidance*, the successful outcome of a pioneer effort to bring together, between the covers of one volume, expert counsel on the myriad questions that come up every day in the lives of parents.

This thousand-page guide on child development from infancy to adolescence sums up the best thinking available on the care and guidance of children. The editor, *Sidonie M. Gruenberg*, long an outstanding leader in parent education, needs no introduction to readers of the *National Parent-Teacher*. Nor do most of the contributors, who include many of the nation's top specialists in child development. Parents, teachers, and others who work with children may consult this volume in full confidence that the counsel it offers is up to date and reliable. It is enthusiastically recommended both for the individual reader and for parent education study-discussion groups as an important and highly practical contribution to the literature of child care and guidance.

OUT OF THESE ROOTS. By *Agnes E. Meyer*. Boston: Little, Brown, 1953. \$4.00.

A seventeen-year-old girl walked into a classroom where one hundred and fifty boys were shouting and milling about while two assistant teachers stood helplessly by. The girl quietly sized up the situation and in a few minutes put an end to the free-for-all. She won over the boys, kept them in relaxed, cheerful order through the entire summer, and also kept her job. In this she had more than a casual stake because the notoriously difficult post carried double pay and she needed money for college expenses.

Agnes Meyer, who successfully took in hand that group of lively boys, has never been one to shrink from rough-and-tumble. She has since taken in her stride many challenges, including political campaigns in Westchester County, New York, and grueling wartime journeys through England and distress areas in our own country. Her reports of these trips, her stories of migratory workers, crowded schools, medical care needs, slums, and other areas of social neglect have won a wide reading.

How did *Agnes Meyer* come by her social concerns? She traces the roots back to her childhood in rural New York, to her parents, her teachers, her friends. Having learned early in life the sterility of ideals not translated into action, she resolved to act on what she believed. And this she has resolutely done throughout a lifetime that has been rich in community work and in friendships. Though she

has seen at first hand many signs of social disintegration, she does not despair. In fact, she outlines an eight-point program for the "spread of justice and freedom and human happiness." Her starting point for this program? "Our own hearts and minds."

There is much in this book that should appeal to parent-teacher readers, for they too are volunteer workers. Because *Agnes Meyer* is herself one of America's most distinguished volunteers in the cause of a better world, the National Congress of Parents and Teachers, at its 1954 convention, awarded her an honorary life membership.

SEDUCTION OF THE INNOCENT. By *Fredric Wertham, M.D.* New York: Rinehart, 1953. \$4.00.

Every month ninety million comic books come off the presses and are avidly read by children.

It was Dr. Wertham's work with children that led him to study comic books. In the various psychiatric clinics where he practices in New York City, some five hundred boys and girls a month come to his attention. In talking with them he noticed that again and again the subject of comic books cropped up. He felt that he himself should examine these books. His examination stretched into a seven-year study.

What of the influence of comic books? "Slowly, and at first reluctantly," he writes, "I have come to the conclusion that this chronic stimulation, temptation, and seduction by comic books, their content, and their alluring advertisements of knives and guns, are contributing factors to many children's maladjustment." He presents evidence that such books warp emotions, confuse children's sense of right and wrong, and put blueprints for crime into their hands. He cites passages that show how to burglarize, how to plan a getaway, how to beat up victims, hang them, gouge out their eyes.

The books Dr. Wertham is writing about are sold on newsstands and at candy counters, readily available to children who have money to buy them. The author's proposal to curb the sale of this literature to children under fifteen has not yet been adopted in the United States. Other nations, alarmed and angry at the diet crime comics offer their young, have clamped down on these products. In Canada a parent-teacher association spearheaded a move that led to parliamentary action, almost unanimously approved, outlawing crime comic books. Sweden and Holland have banned the import of American crime comics, and their import is also restricted in England. Dr. Wertham points out, however, that even without further legislation there are effective measures American citizens can take.

Seduction is not a pretty word. It is a word that Dr. Wertham has chosen to title his indictment against crime comics, an indictment so grave that no community, no parent, no responsible adult can afford to disregard it.



A Message to the Membership

Lucille P. Leonard

President, National Congress of Parents and Teachers

I CAN recall many big moments in the year that has just passed. Perhaps the biggest of all occurred on April 5, when we moved into our new national headquarters. This beautiful building stands as a reminder of what nine million united wills can do, and in the days ahead it is going to be a steady inspiration for further achievement.

In preparing this message I jotted down a few of the problems that many of our P.T.A.'s will be facing in the coming year. As I glanced over them, one thought struck me: The same list might have been drawn up last year or the year before, so little have the problems changed. Should this observation discourage us? Not at all. The problems are big, and they are persistent. But we too are big and persistent. Let's take a look at them.

Shortages: School and Staff

We need more teachers. Experienced teachers continue to leave the classroom to go into other fields, and too few young people are choosing teaching as a career. The result has been and still is an acute shortage of teachers. Our P.T.A.'s have worked and are working to change this picture.

It is our responsibility to do all we can to bring recruits into the teaching profession. We need young

people who have an enthusiasm for that career. Let's make teacher recruitment one of our major projects. Let's work with our school officials on this crusade. Let's use our influence to help youth see teaching as the exciting, socially useful profession it is.

Of course there are many capable young men and women who want to teach yet cannot afford a college education. P.T.A.'s and state congresses all over the country are setting aside special funds so that deserving student teachers may continue their studies. Thanks to these programs, hundreds of students are now in colleges and universities preparing to teach. Graduates who have had the help of P.T.A. scholarships, fellowships, and loans are stepping into school posts. And you can be sure that these young teachers do not need to be told what the parent-teacher movement stands for. They are well informed about our aims and eager to join us in our endeavors for children and youth.

We come now to the schools themselves. What kind of school buildings do you have in your community? Many buildings today are obsolete and should be replaced with all possible speed. Many are overcrowded, and in too many places children are still attending classes in shifts. Somehow funds must be found for new schools, and across the country

P.T.A.'s have been taking the lead in school building campaigns. These campaigns must continue until every child in every state can go to school in a safe, spacious, well-equipped plant.

We need teachers, buildings, and equipment. But we need something else too if our children are to get the kind of education that will equip them to live in a democracy. We need to create the mental and emotional climate that teachers must have to do a competent job. Teaching that is inspired and inspiring cannot go on where the air is heavy with fear and suspicion. Teachers must be free to inquire with their students into a wide range of topics, even into those that have come to bear the label controversial. To stifle inquiry and discussion is to betray a lack of faith, a fear of ideas. It is hard to see what place this attitude has in a democracy because the essence of democracy is trust in citizens' ability to take the final responsibility for decisions.

Nor does it add to the effectiveness of our teachers to make them the target of reckless charges. Children learn a great deal about democracy from civics books, but they can also learn a great deal about the practice of it from our treatment of their teachers. The schools are the bulwark of our democracy. That bulwark will be shaky indeed if teachers must go about their tasks in an atmosphere clouded with fear.

Children in Conflict

Now for the next big problem: I know that all of you are concerned about juvenile delinquency, and I share your concern. I'm not going to quote statistics telling how many children, and of what ages, make up this tragic group of those who are in conflict with the law. Whatever the totals may be, one child in trouble is one child too many.

Nor am I going to dwell on causes. We know that the roots of delinquency lie in the child's emotional needs and in the failure of home, school, and community to meet those needs. We know that for a decade and a half we have lived in a world bristling with distrust, a world at war or on the brink of war. We cannot deceive ourselves into believing that the hatreds and the cruelty stirred up by war will leave no scars on our young people or that destructive feelings, once roused for whatever purpose, can be turned on and off at will.

I have no solutions to offer that are not embodied in our Objects, our Action Program, and our legislation program. But our first step might well be to examine honestly our own feelings toward children in trouble with the law. Take the term *juvenile delinquent*. What picture does it conjure up? Juvenile delinquents, so-called, are children in conflict—with the law, with society, with themselves. They are in serious need of help. The last thing they need is to be branded with a dehumanizing label, and a matching set of attitudes, by their community.

I hope that in the coming year many more of us will take the time to inform ourselves about the problems that face these children, their families, and the officials who work with them. What happens to the child who is taken into custody in your town? What kind of facilities are available for detention? I hope that in every community P.T.A. members will make it a point to be informed on questions such as these and that at least a few P.T.A. members will make it their business to visit children who are under arrest or perhaps serving sentence.

The treatment of children in serious trouble takes skill, understanding, and knowledge. While few of us are equipped professionally to treat these boys and girls, all of us can share in the prevention of delinquency. We can check it in our homes, our schools, and our communities. Especially we can bear in mind that teachers who are with boys and girls every day are often the first to notice signs of trouble—though overcrowded classes and heavy teaching loads are not conducive to helping schools detect potential delinquents.

Obviously parent education groups make a distinct contribution to the prevention of juvenile delinquency because they teach us about building healthy personalities. And high school courses in education for family life, whose purpose is to deepen understanding of personality and make an art of family living, are needed and should be available to boys as well as girls.

Assault on Indifference

As we recognize in our Action Program, we must work on many fronts to safeguard children and young people. To the extent that we are indifferent to slums, unemployment, war, overcrowded schools, teacher shortages, or shoddy entertainment, we are accessories to delinquency. To the extent that we attack these ills we will help to choke off the paths that lead to delinquency and crime.

Consider comic books, for example. Psychologists are divided in their attitudes toward the influence of comic books. Some believe they serve a useful purpose because they drain off hostility; others, that

Ever since Mrs. Leonard delivered this keynote address at the 1954 convention, we have been receiving many requests to publish it. Delegates feel that every P.T.A., before launching its own action program for the year, should have the benefit of our national president's words of inspiration and direction.

they are the devil's own handmaidens. Yet we, the parents, are sure of one thing: There are far better influences for our children than those to be found in comic books. Wholesome literature can supply ample outlet for a child's exuberance.

Our Global Obligations

Another problem of immense importance is that of our responsibilities toward the peoples who share this planet with us. Never were these responsibilities so grave. The physical scientists have placed at our disposal weapons more devastating than any we have ever known. On the ladder of force we have progressed (if we can use this word) from the A-bomb to the H-bomb to the C-bomb—the last one so terrible that it destroys its users along with its victims.

Can we create the world we want by the use of destructive force? In our homes and schools fear and violence have long been outmoded in favor of love and kindly guidance. In mental hospitals, in courts of law, in prisons we have seen the slow acceptance of practices that set aside physical coercion. For there is a constructive force that can be more powerful than all our destructive weapons. To use it intelligently requires as much discipline, devotion, and study as have gone into any weapon the physical scientists have devised. I am speaking of understanding, of good will, of patience.

I wonder whether we should not call in our most sensitive and skilled social scientists and say to them: "We have an assignment for you. It's a tough one, but you can count on parents and teachers and their friends to give you the support you need. We have built up our defensive strength to protect our beloved country. Now will you find ways of building bridges across the chasms that are disastrously dividing men? Will you help us release the powerful forces for understanding that lie in the hearts of all decent human beings? Do this while we go ahead as best we can trying to confer with those who do not wish to understand. We ask of you only this—that when you have finished we shall know more about the tensions and strains that create hostility among men and how they may be handled without the use of force. Will you take this job?" Can you imagine a true scientist who would turn down such a plea?

It is our job, as citizens and members of the P.T.A., to accept responsibility for the world we live in. We have supported the U.N. and UNESCO, and we shall continue to support them. Our schools are accepting that responsibility. Children in geography classes, for example, are learning more about the peoples of the world than about the heights of mountains. We're more interested today in the depth of people's minds and the height of their dreams.

I have outlined some of the problems we face. We need more schools and more teachers. If our schools

are to be a bulwark of democracy we need to create a free mental climate for teachers and for learners. We need to keep informed about how our community provides for children who clash with the law as we continue doing all in our power to root out the conditions on which delinquency thrives. Finally each of us has a responsibility for approaching constructively the conflicts that beset and divide the human family.

Tasks for Responsible Leaders

To accomplish these goals we need experienced leaders. Our P.T.A. membership now stands at 8,822,694. Our vast numbers make us ever more representative of the American people than we have been before. Our influence is too great for irresponsible or reckless action. Our leaders must know what they are doing. For what we are seeking can be summed up in six words: better homes, better schools, better communities.

Ours is a voluntary organization of responsible citizens. Most of our members are thinking people who want to belong to the P.T.A. because they want a real chance to work for their children and all children. And in our organization there has always been a place for honest differences of opinion. This tradition we hope will never be tossed aside; it is one of our richest sources of strength.

An organization like ours could be severely weakened if we succumbed to fear and panic and distrust. If our trust in one another snaps, it will not be long before we are filling the air with shrill accusations and counteraccusations. We cannot indulge in this kind of pastime and expect to have energy to fight for the better homes, schools, and communities we seek.

In closing may I remind us all of something we really know very well—that the beliefs and ideals toward which we parent-teacher members strive are rooted deep in spiritual values. As I said in my Easter message in the *National Parent-Teacher* last year:

"The Action Program of the National Congress is based on our severe obligation to improve our communities and provide circumstances in which the individual, from childhood on, shall have a chance to develop fully.

"That conviction has its roots in religion. The danger is that in our administrative fervor we may forget the conviction and its source."

There are almost nine million of us—mature, responsible, interested, concerned men and women in every part of the country. Strong in spiritual faith, let us resolve that in the year ahead we are going to work toward solving the problems I have outlined here. And when we come together again next year we shall all rejoice at the long strides we've taken toward our creative goal of better homes, better schools, and better communities for all our children.

A GUIDE FOR DISCUSSION

Based on "A Message to the Membership," page 30.

Pertinent Points

A new school year. A new parent-teacher year. A chance to make a fresh start, to tackle again the obstacles that stand in the way of better homes, better schools, and better communities. Now is a good time to take stock, pick up loose ends, and launch on new ventures. You might begin by asking: "What unfinished projects are still hanging over from last year? What problems had to be set aside to wait a more favorable time? What new problems have arisen?"

You might also take a fresh look at the National Congress Action Program for Better Homes, Better Schools, and Better Communities. Most of you already know this guide to P.T.A. activities, and many of you have already drawn heavily upon it for your local programs. But another look now may reveal new possibilities.

In her convention address last May, Mrs. Leonard concentrated on three major problems that you'll find in the Action Program: school and teacher shortages, juvenile delinquency, and friendly relations with other peoples. What suggestions does she offer on each of these problems? What suggestions does the Action Program offer on them? Using the brainstorming technique (*National Parent-Teacher*, October 1953, pages 19-21), list and discuss the problems your P.T.A. might include in its action program during the coming year.

Program Suggestions

Following are some of the many possibilities around which a program for the first P.T.A. meeting of the year may be planned:

Are you considering a scholarship program? Have one or two members reread "Dollars for Scholars" in the May 1954 issue (pages 22-25) and report on the decisions you would have to make in setting up such a program.

Ask two or three members to gather samples of crime comic books sold in your community. Pass them around, so that all members will have a chance to examine them and study some of the values stressed. You might note particularly how conflicts are settled in these comics, the type of character exalted, the role of officers of the law, the picture the stories give of family life, of minority groups, of boy-girl relationships. You might schedule a panel afterwards, inviting a news dealer, a juvenile court judge, a school psychologist, and two teen-agers who are comic-book fans.

Set up a schedule for visiting detention centers where young offenders are held. Make a special point of talking with boys or girls from your own community. Have members share their impressions of these centers.

Schedule a symposium on juvenile delinquency and the law. Invite to it a juvenile court judge, a juvenile police officer, a probation officer, a state legislator.

Does your high school offer a course in family life education? If so, invite the teacher to tell the group about it. If not, ask the school superintendent to discuss with your members the possibility of introducing such a course.

Personal friendships that cut across boundary lines can help to bring peoples together. If your P.T.A. is planning an open house this fall, issue a special invitation to students from other lands who are attending a near-by college or university. Also invite to this gathering a number of local high school students or your P.T.A. scholarship holders.

(Continued from page 16)

particularly from the political, come pressures to study along national lines, to put impediments in the way of the international exchange of ideas and persons. Indeed there are some who seem to believe that dangerous ideas can be stopped by refusing passports to thinkers. They should keep in mind the observation of Homer, who more than two thousand years ago noted that words, "winged words," fly around the earth.

Faith That Banishes Fear

One final quality our schools and our society should encourage, the quality of faith—faith in our country, in our government, in each other, in our institutions, in our schools, and above all in the next generation.

Within the last four or five years many of us have given way to fear, suspicion, and envy. No gentle people can be reared in such an atmosphere; no great constructive program was ever based on fear. We have substituted the vocabulary of passion for that of reason. No great, sound policies can be formulated in this language. We have all but convinced ourselves—and others too—that our society is torn by dissension, wracked by disloyalty, convulsed by treason. If we ever come to believe that, we will forfeit two hundred years of unity. If we continue in the paths that some of us are now following, we will find ourselves in a dark labyrinth of fear and ignorance. As there is no ruin like self-ruin and no prison like that we build for ourselves, so there is no peace, no prosperity, and no security without freedom and without faith.

It is incumbent upon us to establish standards that may inspire the young to greatness. We can provide our schools with the climate that will make for greatness only if we show ourselves fit for greatness. If we exalt reason, enterprise, discipline, imagination, tolerance, freedom, and faith we may be sure that the schools will inculcate these and the next generation will prize them.

We in America must keep our air too pure for men of violence, hatred, fear, and little faith. We must keep an atmosphere in which the next generation can grow up healthy and virtuous—and that is the atmosphere of freedom.

Henry Steele Commager, professor of history at Columbia University, is widely known not only as an outstanding historian but as a lecturer and writer of note. Among his books are America: The Story of a Free Nation, The American Mind, and the recently published Freedom, Loyalty, Dissent. This article is taken from the address given by Professor Commager as banquet speaker at the 1954 convention of the National Congress of Parents and Teachers.

Guidance As They Grow

STUDY-DISCUSSION PROGRAMS

I. PRESCHOOL COURSE

Directed by Ruth Strang

"Pediatrician to Parents" (page 11)

Points for Study and Discussion

1. Dr. Richmond in this article is saying to all readers of the *National Parent-Teacher* what he has probably said many times to individual parents. For parents to whom the services of an expert pediatrician are not available, this article is especially important. For those who do have the services of a pediatrician, the article confirms the belief that parent and physician are partners in helping the child grow in his own best way. To make this relationship more realistic, some members may plan several little dramatizations based on the article. These may take the form of conferences between a mother, Mrs. Brown, and the pediatrician or family physician who has been supervising the health of her children. The first skit might be on the question of whether the child is normal.

Mrs. Brown (anxiously): Is the baby normal, Doctor? He seems so different from my other two children.

Doctor: Every human being is different, Mrs. Brown, even children in the same family. It would be a dull world if we were all alike, wouldn't it? We need all sorts of people to make our country strong—to do all the different kinds of work in the world.

Mrs. Brown: I know, but the baby seems to eat so much less than my other children did. Peter was such a hungry baby. Little Mike here doesn't seem to care if he eats or not.

Doctor: Mike's growth needs are different from Peter's. We must see what Mike's needs are and help him to grow in his own way.

Mrs. Brown: That's what the Bible says—that by taking thought one cannot add one cubit to his stature.

Doctor: Exactly. We try to understand the needs of this child and provide the best conditions for him. But he has to do his own growing.

Similar short skits may be written by different members of the group. These will bring out the main ideas in the rest of the article, as for example:

- How parents can help a preschool child exercise his curiosity.
- How parents can protect preschool children from accidents without being overprotective.
- "Should I send my four-year-old to nursery school?"
- When disturbances arise.
- The importance of the health examination and how to help the child think of the doctor as his friend.
- How to find and use community resources.

2. Before the meeting, observe situations in which your preschool child gets into mischief or danger. What gave rise to these situations? How might they have been avoided? Pool your findings; then make a check list to use in seeing whether your home is a place where the child's curiosity may flourish yet where he will be relatively safe.

3. How can you get the most help from your family doctor or pediatrician? How can you cooperate most fully with him? What are some of the difficulties you have met in carrying out his suggestions? How have you overcome some of these difficulties?

4. If you do not have a pediatrician for your child how can you get help from some very well-known pediatricians? How have you been helped by Dr. Richmond, the pediatrician who has written this article? By Dr. Benjamin Spock, Dr. Arnold Gesell, and other experienced doctors who have written books about preschool children?

Program Suggestions

If some members of the group are talented in writing and dramatics, they may prepare a series of skits, as suggested. These playlets will highlight the main points in the article and serve as springboards for discussion.

Or you may present a case conference on one child. The case conference is composed of several mothers, a nurse, and a pediatrician if possible. One member of the group recounts her observations of a particular preschool child, describing concretely the child's behavior in different situations. Other members of the conference tell what they think the behavior means to the child, what may have caused it, and what seems to be the best thing to do about it. Then the entire study-discussion group makes comments and asks questions of the conferees.

A pediatrician may be invited, not to give a speech but to answer parents' queries. If the group is large, it may be subdivided into several small groups, who pool their questions and decide on one or more that seem most important to all of them.

A film selected from the list under "References" may be used as a basis for questions and general discussion.

For other ideas see last year's preschool study guides.

References

Books:

- Aldrich, C. Anderson, and Aldrich, Mary M. *Babies Are Human Beings*. New York: Macmillan, 1938.
Frankel, Lillian, and Frankel, Godfrey. *What To Do with Your Preschooler*. New York: Sterling, 1953.
Witmer, Helen Leland. *Pediatrics and the Emotional Needs of the Child*. New York: Commonwealth Fund, 1948.

Pamphlets:

- Hymes, James L., Jr. *Being a Good Parent*. Bureau of Publications, Teachers College, Columbia University, New York 27, New York. 60 cents.
Signals for Safety. National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois. 50 cents.

Articles in the *National Parent-Teacher*:

- Black, Irma Simonton. "Are We Spoiling Our Children?" September 1953, pages 4-6.
James, Armita. "Sandra and the Safety Zone." June 1953, page 27.
Spock, Benjamin, M.D. "The Importance of Untroubled Babyhood." June 1953, pages 4-6.

Films:

- The Doctor* (10 minutes), Encyclopaedia Britannica Films.
He Acts His Age (13 minutes), McGraw-Hill.
Helping Your Child to Emotional Security (series of three films, 10 minutes each), Seminar Films.
Terrible Twos and Trusting Threes (20 minutes), McGraw-Hill.

II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"What Is Gained by Teacher-Parent Conferences?" (page 35)

Points for Study and Discussion

1. Do parents and teachers want to get the same things from teacher-parent conferences? Have each member of the group write down two or three things she hopes to get out of the next conference—for example, to find out what the teacher expects in written work or why Miriam can't bring her reader home, or to know the teacher well enough so as to understand and interpret Dicky's reports of what goes on at school. If there are teachers present, ask them to read aloud their wants-to-know; then ask the parents to read theirs. What things are most commonly hoped for?

2. What characteristics of a good teacher-parent conference help to put everyone at ease? Analyze the first episode recounted in the article, that of the town in northern Michigan. What assurance-giving characteristics do you find? Have you experienced some others in conferences in which you have participated?

3. How important is it to have scheduled times for conferences, when children are dismissed and teachers can give their full attention to the parents? If this were not the practice in your school, what reasons would you use to justify it to the board of education or to a group in the community that complained about children being out of school?

4. Make a quick list of the gains made by the parents and teachers in the first episode.

5. The second episode related in the article traces the way in which one school developed the conference habit. It started with a talk by the principal, *not* about conferences. Suppose that talk had not been given. If there was a real need for teacher-parent conferences in that school, what other events might have led to them? In your experience, how have such practices developed?

6. In the third episode, what was the foremost purpose of the teacher-parent conferences:

- To report to parents on their children's work?
- To explain the school's program and its expectations, so that parents might be of more help to their children?
- To improve school programs and facilities through group action?

Under what circumstances would each of these purposes be important? Could a program of teacher-parent conferences achieve all of them?

7. As you think back over your own school experiences, which types of reports have you known? What did you like about each?

In some communities there has been agitation to go back to letter or percentage grades. What might be the cause of this feeling? How can P.T.A. groups work toward continually better ways of home-school reporting?

Program Suggestions

Role playing would be one excellent technique to use in presenting the topic of teacher-parent conferences (*National Parent-Teacher*, November 1953, page 24). People feel differently about such conferences and behave in widely different ways.

There is the new, young teacher who has never known any parents except her own and those of her friends. "Frankly," she says to her friend, "I'm terrified. I know I'll be tongue-tied." "It's easy," says her friend, who has

two years' experience. "Just tell them Bob is very smart. And Lillian is a fine reader. Make them feel good."

And there's the mother who has never before been invited to a scheduled conference. "Oh, dear," she thinks. "Is something wrong? This isn't like the school he used to go to. Maybe he will be put back a grade."

There's the teacher who is all ready, with samples of the children's work. The father who wants his son to be an engineer and is worried about his mathematics. The mother who wishes she dared to be perfectly frank and say that her child is bored. And, finally, there's the teacher who gets so interested in each parent that she has trouble keeping to a schedule, and the waiting line gets longer and longer.

Would you like to put on a few skits, with people like these playing out their roles? Afterward you will want some time to draw conclusions on such points as these: What should teachers and parents do to get ready? What kinds of things will each learn from the other?

References

Books:

- Gilbreth, Lillian M. *Living with Our Children*. New York: Norton, 1951. Chapter 12.
- Jenkins, Gladys Gardner; Shacter, Helen; and Bauer, William W. *These Are Your Children*. Chicago: Scott, Foresman, 1953. Pages 255-59.
- Leonard, Edith M.; Van Deman, Dorothy D.; and Miles, Lillian E. *Counseling with Parents*. New York: Macmillan, 1954. Chapters VI, VIII, and XI.

Pamphlet and magazine article:

- Hymes, James L., Jr. "Individual Conferences." *National Elementary Principal*, February 1954, pages 7-8.
- Reporting on the Growth of Children*. Association for Childhood Education International, 1200 Fifteenth Street, N.W., Washington 5, D. C. 75 cents.

Articles in the *National Parent-Teacher*:

- Goodykoontz, Bess. "Parents Can Help Educate Their Children." November 1952, pages 4-6.
- Hunt, Herold C. "What Do We Want of Our Schools?" March 1954, pages 30-32.
- Kawin, Ethel. "Teacher-Parent Conferences Pay Dividends." December 1952, pages 22-24.

Some Continuing References

This year the following four books will frequently be suggested as references. Possibly your school or public library can keep them on a reserve shelf for you. You may wish to pass them around at this meeting for all members to examine.

Jenkins, Gladys Gardner; Shacter, Helen; and Bauer, William W. *These Are Your Children*. Expanded edition.

This book contains many accounts of children and their problems, such as runaway Mark, and Isabel who has no friends. Also the picture sequences are both informative and delightful. This will be an easy book from which to choose case studies for discussion or brief sections for group reading.

Gilbreth, Lillian M. *Living with Our Children*.

Here is the family made popular in *Cheaper by the Dozen* as well as the principles of efficient management that were applied in the Gilbreth home. Stimulating reading.

Marion Nesbitt. *A Public School for Tomorrow*. New York: Harper, 1953.

Another good reference is this descriptive, appreciative account of an elementary school that is very much a part of the lives of its children and parents. It is a real school, today, in Richmond, Virginia. You will be tempted to read straight through it, but only two chapters, numbers IX and X, are suggested for this first study group meeting. They tell about teacher-parent conferences and other joint interests.

Mitchell, Lucy Sprague, and others. *Know Your Children in School*. New York: Macmillan, 1954.

Delightful descriptions of individual children: Allen, the disturber; Michael, so lively; Peter, who forgot what he meant to say; Carl, who had to get even. Penetrating comments about why they are as they are and how to help them.

III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"Is There a Teen-age Timetable?" (page 36)

Points for Study and Discussion

1. Dr. Ilg uses certain terms in her article that we have asked her to define for us. Of *average* and *typical* she says: "In studying children it is [relatively] simple to assemble and study a group of ten-year-olds, a group of elevens, a group of twelves. In this approach we can record *average* behavior or, more loosely, behavior *typical* of each age." These may even be thought of as *norms*—behavior that children somehow ought to show. She adds, however, some children "hit" certain ages harder than they hit others. Some children seem to throw themselves into the strongest expression of each age as it comes along, showing the full, "classic" texture of each phase. (These are often the most superior children.) We expect the majority of children not to portray every characteristic of every age but to tend in that general direction.

2. At the Midcentury White House Conference on Children and Youth, thousands of experienced men and women devoted many hours to discussing how children develop healthy personalities. They were especially interested in development through the adolescent years. As Helen Witmer and Ruth Kotinsky reflect on page 19 of their official report, *Personality in the Making*:

"Adolescence is a period of storm and stress for many young people, a period in which previous uncertainties are questioned and previous continuities no longer relied upon. . . . The adolescent seeks to clarify who he is and what his role in society is to be. The central problem of the period is the establishment of what Erikson calls a 'sense of identity.'"

Is this sense of identity related to what Dr. Ilg speaks of in comparing teen-age growth to the golf swing? During what years does she indicate that the struggle for identity is most intense?

3. Most research studies of adolescents to date have found that girls and boys develop at different rates through the early years of puberty and adolescence. Lois Meek and her staff say specifically on page 35 of the *Personal-Social Development of Boys and Girls*:

"Girls develop on the average about one and one-half years ahead of boys. This means that in the seventh or eighth grade you may find two-thirds of the girls in the pubertal cycle while two-thirds of the boys have not yet started upon it."

Have you observed this to be true among the young preadolescents you know? Does it mean that as a rule the earlier developing girls are farther along in the timetable of development than the slower developing boys?

4. Many studies have explored the tremendous individual differences in the rate at which even members of the same sex develop through puberty and adolescence. To quote Dr. Meek's report again:

"While most boys seem to begin accelerated growth between ten and one-half and eleven years a few of them will begin as early as nine years and some will not enter the pubertal cycle until as late as the thirteenth year."

Would you therefore expect that a late-developing boy (or girl) would lag behind the timetable of growth and its associated behavior? Would a little fellow of fifteen, who is too short to go on dates, take part in sports, or appear in the high school play, feel the same way as another fellow of fifteen who is tall and well developed for his age, dates regularly, and plays center in basketball?

5. Perhaps it was the well-known anthropologist Margaret Mead who more than twenty years ago first made us all realize how important environment is in the development of boys and girls into men and women. Since she wrote her classic studies, *Growing Up in New Guinea* and *Coming of Age in Samoa*, many other scientists have explored the customs and cultures that exist within our own communities here in the United States. They have found that young persons feel and behave differently depending upon the class or group from which they come. Hollingshead's *Elmtown's Youth*, for example, is a study of how the behavior of adolescents is related to their families' social position in the community. Havighurst's *Human Development and Education* gives many details on how these variations affect adolescent development.

In your experience, do you find that the timetable of development through the early teen years seems to depend partly on which side of the tracks the child comes from?

Program Suggestions

1. Assign in advance one or more of the books on adolescence listed under "References" to members of the study group, so that the meeting can be opened with a summary of each study. Discuss the findings Dr. Ilg reports from the Gesell Institute in the light of these previous investigations. On what points do all the authors agree? What points emphasized by Dr. Ilg are not made by the others? Are there some apparent disagreements between the findings of these studies?

2. Select a panel made up of the mothers, fathers, and teachers of eighth-grade children to discuss the characteristics of that age. In what ways do they agree with what the specialists say about these age groups? What individual variations do they find within the eighth grade?

3. List on the blackboard in seven parallel columns all the words Dr. Ilg uses to describe the seven years from ten through sixteen. Have an informal group discussion on the characteristics of each age. Are you agreed that these groups of characteristics fit the ages? Is it hard to fit any one child into the description of any one age? Why?

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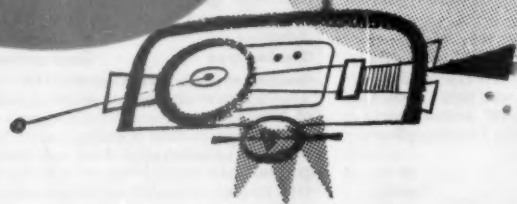
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Motion

picture



previews

PREVIEW EDITOR, ENTERTAINMENT FILMS

Mrs. Louis L. Bucklin

JUNIOR MATINEE

From 8 to 12 years

The Little Kidnappers—United Artists. Direction, Philip Leacock. A refreshing, honest, and endearing story of two small boys who go to live with their grandparents on a stark, primitive homestead in the untouched Nova Scotia wilderness. A stern but kindly grandmother mellows the impact of a self-righteous grandfather, who imposes an unbending code on his family, and an iron-willed schoolmaster wields the rod and the catechism. Needing something to love (a dog is forbidden), the boys "adopt" a "babby" they find in the woods, secretly hide the child, and tenderly care for her. A gentle tale with delicious humor and quaint mannerisms, told in starched, Scotch-Canadian phrases of a bygone day. The patriarch, sorrowing for his own lost son, is sensitively portrayed, as is also his compassionate wife. Leading players: Duncan Macrae, Jean Anderson, John Whiteley, Vincent Winter.

| | | |
|-----------|-----------|-----------|
| Family | 12-15 | 8-12 |
| Excellent | Excellent | Excellent |

FAMILY

Suitable for children if accompanied by adults

Challenge the Wild—United Artists. Direction, Frank Graham. An uneven, sometimes amateurish travelogue of the adventures of a family of four, camping at Lost Lake in the British Columbia Rockies, and flying to the Admiralty, Barren, and Kodiak islands. Some of the travel shots are beautiful. Youngsters will enjoy the two children, as they fish, explore, and care for two mischievous bear cubs and a bottle-feeding fawn. The family relationship is warm, but their attitudes toward the animals and the purpose of their trip are not clarified.

| | | |
|--------------|--------------|------|
| Family | 12-15 | 8-12 |
| Entertaining | Entertaining | Yes |

Francis Joins the Wacs—Universal-International. Direction, Arthur Lubin. Francis, the mental giant of muledom, and his pal, Donald O'Connor, are assigned by error to the WAC. There are laughs aplenty in the plight of a lone male in a WAC unit, in the general's and the mule's similarity of voice, and in the fluttering ministrations of nurse Zasu Pitts. Good light comedy. Pedestrian plot. Leading players: Donald O'Connor, Chill Wills, Zasu Pitts, "Francis."

| | | |
|----------|--------------|------|
| Family | 12-15 | 8-12 |
| Good fun | Entertaining | Yes |

The Littlest Outlaw—Walt Disney. Direction, Robert Galvador. Pablito, a little Mexican boy, flees on horseback from his cruel stepfather, a trainer commanded by the angry owner to kill the horse. Tension mounts during the flight over the colorful Mexican countryside. Pablito guides his horse through gala religious processions, takes cover in an outlaw's hideout, seeks sanctuary in a cathedral, and finally breaks into a bullfight. Joseph Calleia gives an urbane and a trifle satiric portrayal of a helpful village priest. Leading players: Pedro Armendariz, Joseph Calleia, Andres Velasquez.

| | | |
|--------------------------|-------|------|
| Family | 12-15 | 8-12 |
| Colorful but superficial | Fair | Fair |

Seven Brides for Seven Brothers—MGM. Direction, Stanley Donen. A rollicking, robust comedy with overtones of western folk tales and music, based on Stephen Vincent Benét's *Sobbin' Women*. A singing backwoodsman proposes to a village waitress. As a bride, she unexpectedly has the care of six unkempt brothers-in-law and a dirty, ramshackle house. Amusing and touching are her efforts, guided by the Bible, to transform the house into

a home and the brothers into gentlemen. The play moves with contagious gusto and abandon. Thoroughly delightful, with gay tunes and carefree dances. Leading players: Howard Keel, Jane Powell.

| | | |
|-----------------------|-------|------|
| Family | 12-15 | 8-12 |
| Excellent of its type | Good | Yes |

The Spell of Ireland—Celtic Films Production. Armchair travelers and children will enjoy this tour-in-color of the four Irish provinces, to which the narrator returns after a long absence. The Irish Derby, the Galway Races, and the Dublin Horse Show are touched upon, but scenes are chiefly of the lovely lake country. Highlighted is the Croagh Patrick annual pilgrimage of people from all over the world, many of them barefoot, who climb to the top of the mountain to hear Mass. John Feeney's tenor against a background of Irish ballads helps create the mood, as do the amusing songs and jigs of the children.

| | | |
|-----------------------|-----------------------|-----------------------|
| Family | 15-18 | 12-15 |
| Attractive travelogue | Attractive travelogue | Attractive travelogue |

Stormy, the Thoroughbred—Disney Productions. Direction, Larry Lansburgh. Those who enjoy beautiful horses and horse-training techniques will be interested in this "true story" of a horse who made his mark in the world despite his failure to measure up to his thoroughbred brothers. The commentary, by imputing the same motives and ambitions to the horses as to their masters, will amuse some and be distasteful to others. Leading players: M. R. Valdez, Robert Skene.

| | | |
|-------------|-------------|------|
| Family | 12-15 | 8-12 |
| Interesting | Interesting | Yes |

The Vanishing Prairie—Disney Productions. Direction, James Algar. Another Disney True-Life Adventure sensitively portrays the fast-disappearing wildlife of the great western plains, from the Mississippi to the Rockies and from the Gulf of Mexico to Canada. Recreated from fragments is a picture of what that life was before our civilization overwhelmed it. We watch the homecoming of marsh birds—sand hill and whooping cranes, geese, ducks, and avocet—and the courtships of the sage grouse, prairie chicken, short tails, and grebes. We see a whole town of prairie dogs move underground to care for their newborn babies. Some of the most beguiling scenes are those that catch the essence of warm frolic, shrewdness, courage, and strength of animals working together. Paul Smith's musical score is expert except for efforts at "cuteness," as when the head-knocking battle of the bighorn sheep is tied in with the "Anvil Chorus." A rewarding picture.

| | | |
|-----------|-----------|-----------|
| Family | 12-15 | 8-12 |
| Excellent | Excellent | Excellent |

ADULTS AND YOUNG PEOPLE

Aida—I.F.E. Releasing Corporation. Direction, Clemente Fracassi. The screening of this popular grand opera will prove a pacemaker in movie production. Outstanding is the successful fusion of generally fine acting with magnificent dubbed-in voices. The tragic libretto of *Aida* unfolds as a continuous story, the narrator replacing the curtain between scenes and acts. Sets and costumes are beautiful, and the excellence of the music will make the picture a *must* for opera lovers and music lovers who have little opportunity to see and hear opera. Schools will find it a valuable addition to their musical programs. Leading players: Aida, sung by Renata Tebaldi, acted by Sophia Loren; Amneris, sung by Ebe Stignani, acted by Lois Maxwell; Radames, sung by Giuseppe Campora, acted by Luciano Della Marra.

| | | |
|---------------|-------|-------|
| Adults | 15-18 | 12-15 |
| Musical treat | Good | Yes |

Arrow in the Dust—Allied Artists. Direction, Lesley Selander. A run-of-the-mill Technicolor western, with an army deserter posing as a major killed by Indians. To redeem himself, the

deserter leads a wagon train of settlers and wounded soldiers through hostile territory. Violence is limited to a close-up in which knives are used. Leading players: Sterling Hayden, Colleen Grey.

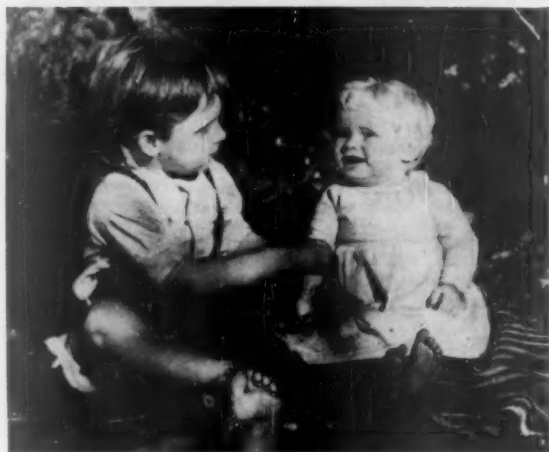
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| Adults | 15-18 | 12-15 |
| Routine | Routine western | Poor |

Betrayed—MGM. Direction, Gottfried Reinhardt. A confused and overlong espionage melodrama of World War II. Clark Gable is a weary Allied agent; Victor Mature, a wild, unstable Dutch underground hero; and Lana Turner, a liaison officer between Mature and the English. There are some misty scenes of windmills and canals in color and some expert action shots, but the story itself is synthetic and slow moving. Leading players: Clark Gable, Lana Turner, Victor Mature.

| | | |
|--------|-------|----------|
| Adults | 15-18 | 12-15 |
| Fair | Fair | Possibly |

Dawn at Sorocco—Universal-International. Direction, George Sherman. In a bullet-loaded western of the 1870's, featuring guns up at sunup, dawn focuses its pale light on gambling houses. The chief target is Rory Calhoun, honest gambler and the sheriff's friend, with a soft heart beneath a scarred chest. Although violence is not marked, the emphasis on killing, whether for some obscure motive of revenge or in self-defense, becomes extremely distasteful. Leading players: Rory Calhoun, Piper Laurie.

| | | |
|--------|-------|-------|
| Adults | 15-18 | 12-15 |
| Poor | Poor | No |



In *The Little Kidnappers*, a baby found in the woods is cared for by two little brothers in their secret den.

Demetrius and the Gladiators—20th Century-Fox. Direction, Delmer Daves. This Cinemascope sequel to *The Robe* is of dubious historical accuracy and lacks the essential reverence of the earlier film. Victor Mature, again cast as Demetrius, runs afoul of the Emperor for refusing to surrender the robe and is condemned to train as a gladiator. His initial resolve not to fight is overcome by the belief that God has let him down. He annihilates fellow gladiators in the arena, and spends his rest periods with tawny-haired Susan Hayward. The quiet sincerity of the early Christians can scarcely compete with this welter of barbaric cruelty and voluptuous splendor. Leading players: Victor Mature, Susan Hayward, Michael Rennie.

| | | |
|----------------------------------|-------|-------|
| Adults | 15-18 | 12-15 |
| Pseudo Roman-Christian spectacle | Poor | No |

The Edge of Divorce—Group 3 Productions. Direction, Daniel Birt. When a likable couple realize that bickering and mutual irritation have virtually wrecked their sixteen-year-old marriage, they decide to seek a divorce. Our main interest lies in the reactions of their three children to that decision. Lovely Valerie Hobson makes an understanding mother and Philip Friend a believable husband, but the three young people steal the acting honors. Writers and director alike reveal a sound knowledge of child psychology. Leading players: Valerie Hobson, Philip Friend, Mandy Miller.

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|-----------|-------|--------|
| Adults | 15-18 | 12-15 |
| Absorbing | Yes | Mature |

Flamenco—Suevia Films of Madrid. Direction, Edgar Neville. The English translation of *flamenco* is "dance," and this is a

documentary on forms of the Flamingo and other classic Spanish dances to the accompaniment of the steel guitar and the clicking of heels and castanets. Antonio, Maria Luz, Pilar Lopez, and the Ballet Espanol are excellent. Cinefotocolor overemphasizes the oranges and blues, and several panning shots mar the otherwise good photography. Recommended for students of the dance and those who enjoy Spanish dancing.

| | | |
|--------------|--------------|---------------|
| Adults | 15-18 | 12-15 |
| Good of type | Good of type | If interested |

Garden of Evil—20th Century-Fox. Direction Henry Hathaway. This western melodrama about a perilous journey into the wilds of Mexico to rescue a man trapped in a gold mine fails to live up to its promising opening scene. This is doubly disappointing in view of the breath-taking splendor of the mountainous backgrounds; the atmosphere of evil created through expert photography; and the above-average musical score. Motivations are never clearly defined. Leading players: Gary Cooper, Susan Hayward, Richard Widmark.

| | | |
|-----------------|-------|-------|
| Adults | 15-18 | 12-15 |
| Matter of taste | Poor | No |

Gog—United Artists. Direction, Herbert L. Stock. A murder thriller wears the latest science-fiction dress. Our hero, "security agent of the Office of Scientific Investigation," goes to a subterranean laboratory in New Mexico to ferret out an unseen killer. A female security agent and guide, in latest nuclear outfit, leads him through the dangerous labyrinths, past the robots Gog and Magog rolling menacingly about. Slick, tense fare that will fascinate young science-fiction fans. Leading players: Herbert Marshall, Constance Dowling, Richard Egan.

| | | |
|----------------------|----------------------|-------|
| Adults | 15-18 | 12-15 |
| Science-fiction fans | Science-fiction fans | Tense |

The High and the Mighty—Warner Brothers. Direction, William Wellman. Catastrophe threatens a trans-Pacific airline flight, its crew, and an unlikely assortment of passengers, all neatly classified at the start. While veteran pilot John Wayne and nervous Robert Stack struggle to repair a crippled engine, the passengers relive their lives or peer into the future in sentimental, slick, unconvincing scenes. Suspense and tension are built up through easy identity with the frightened, though unreal, characters. Leading players: John Wayne, Claire Trevor, Robert Stack, Jan Sterling.

| | | |
|-----------------|-----------------|-------------------|
| Adults | 15-18 | 12-15 |
| Matter of taste | Matter of taste | Exciting in spots |

Hobson's Choice—London Films. Direction, David Lean. A British comedy as zesty, humorous, genuine, and substantial as the Lancashire people it portrays. Charles Laughton, in his element as a bibulous, garrulous old bootmaker, fondly imagines he is master in his household. His oldest daughter marries his timid but skillful boot-hand and sets up a rival establishment. John Mills is superb as the shrinking apprentice who grows into confident manhood under the tutelage of his self-sufficient wife. The latter, played by Brenda de Banzie, is one of the more memorable female characters seen on the screen. Leading players: Charles Laughton, John Mills, Brenda de Banzie.

| | | |
|-----------|-----------|-------|
| Adults | 15-18 | 12-15 |
| Excellent | Excellent | Yes |

The Immortal City—Produced and directed by Jerome Cappi. If we want to know the dreams, aspirations, and fears of the men of historic Rome we can learn much by studying their paintings, sculpture, and architecture. All are prodigally displayed in this beautiful, rich documentary, which relates the story of the Vatican through its art. Commentary, color, and music are good. The works of art that can be but partially revealed are almost overpoweringly magnificent. Paintings of Giotto, Botticelli, Raphael, and others flash across the screen, and dominating them all is the master, Michelangelo, whose soaring faith imparts a heroic, greater-than-life feeling to his creations. Many of these works of art have never before been photographed in motion picture.

| | | |
|-----------|-----------|-------|
| Adults | 15-18 | 12-15 |
| Excellent | Excellent | Yes |

King Richard and the Crusaders—Warner Brothers. Direction, David Butler. Based remotely upon Scott's *The Talisman*, this juvenile twelfth-century romp might well have been called *The Lighthearted Pranks of Saladin*. Rex Harrison's twinkling smile lets you know he thinks it is a lark. George Sanders takes his role of King Richard no more seriously, and the rest of the cast apparently have just as much fun in this tale of the Third Crusade. A lightly diverting spectacle-farce. Leading players: Rex Harrison, Virginia Mayo, George Sanders.

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|-----------------|-------|-------|
| Adults | 15-18 | 12-15 |
| Matter of taste | Ditto | Yes |

The Law vs. Billy the Kid—Columbia. Direction, William Castle. The folk tale of Billy the Kid is the story of a man who has

lived most of his life in a country without law. He rights wrong as his conscience dictates, even when he himself becomes a wrongdoer according to a newly established code of legal justice. Unfortunately this mediocre western attempts to interpret such a theme literally. The hero is merely sullen, the boy-meets-girl subplot tasteless, and the innumerable killings revolting. Leading players: Scott Brady, Bettea St. John.

| | | |
|--------|-----------|-------|
| Adults | 15-18 | 12-15 |
| Poor | Very poor | No |

The Magnificent Obsession — Universal-International. Direction, Douglas Sirk. Although this is a competent enough film technically, good performances and attractive Technicolor are not enough to put Lloyd Douglas' message across in a convincing or moving way. The philosophy that true happiness is to be found only in selfless devotion to others is genuine and appealing. One wonders, however, whether Jane Wyman needs to suffer so many calamities to prove the point to the ne'er-do-well millionaire. Leading players: Jane Wyman, Rock Hudson, Otto Kruger.

| | | |
|-------------|----------|----------|
| Adults | 15-18 | 12-15 |
| Sentimental | Mediocre | Mediocre |

The Malta Story—Kingsley-International. Direction, Brian Desmond Hurst. Alec Guinness' portrayal of a dreamy, gentle R.A.F. reconnaissance pilot in this loosely woven story of Malta in World War II is very different from the roles that have made him famous. Through his eyes we see the ruins of this beautiful island and the heroic resistance of an ancient people. Through his love for a Maltese girl we learn that her people's decision to hold fast is based on a deep love of freedom. However, the picture would have more dramatic impact if some of the details of military operations had been cut and the plot tightened. Leading players: Alec Guinness, Jack Hawkins, Muriel Pavlov.

| | | |
|-------------------------------|-------|-------|
| Adults | 15-18 | 12-15 |
| Interesting, sometimes moving | Yes | Yes |

Mr. Hulot's Holiday—International Films. Direction, Jacques Tati. Lively slapstick farce in which Jacques Tati, Europe's Charlie Chaplin, is at his best. His caricature of the "simple soul," the well-meaning blunderer whose mere presence is a guarantee of bedlam, is sketched out in an unpretentious, family resort on the coast of France. Although the dialogue is in French, Mr. Tati's broad pantomime needs no translation. Leading players: Jacques Tati, Natalie Pascaud.

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|---------------------|---------------------|----------|
| Adults | 15-18 | 12-15 |
| Excellent slapstick | Excellent slapstick | Possibly |

On the Waterfront—Columbia. Direction, Elia Kazan. Against the harsh background of New York and New Jersey waterfronts—their grimy piers erupting in sudden bursts of violence as longshoremen clash with their racketeer-dominated union—Elia Kazan has fashioned a moving drama of a young dockworker's painful growth into responsible maturity. Marlon Brando's performance as an inarticulate product of the New York tenements is haunting. In his favored position as brother of the union boss' right-hand man, he is shocked but feels no compulsion to act when he learns of his role in the murder of a fellow worker. Gradually, however, through his associations with the idealistic sister of the murdered man and with a courageous priest, he realizes that law and order are hamstrung unless witnesses to corruption dare to come forward. Although Brando dominates the film, the other roles are played with great integrity. In this memorable picture, Elia Kazan has again been unafraid to tackle a difficult subject. Violence is used here—as unfortunately it seldom is—to underscore the human quality. Leading players: Marlon Brando, Eva Marie Saint, Karl Malden, Lee J. Cobb.

| | | |
|-----------|-----------|-------------|
| Adults | 15-18 | 12-15 |
| Excellent | Excellent | Very mature |

The Outcast—Republic Pictures. Direction, William Witney. Human beings die like flies in the gun battles that ensue when the hero of this western tries to regain his ranch from an unscrupulous uncle. Beautiful color is sadly wasted on a violence-ridden tale. Leading players: John Derek, Joan Evans, Slim Pickens.

| | | |
|--------|-------|-------|
| Adults | 15-18 | 12-15 |
| Poor | Poor | Poor |

Outlaw Stallion—Columbia. Direction, Fred F. Sears. Black and white stallions, representing good versus evil, enact a remarkable fight for leadership in a herd of wild horses, running in a government-protected preserve. Thieves capture the white horse, true leader of the band, and substitute a savage black one to lead the animals into a trap. Woven into the story are the kidnapping of a young boy and his mother, fist fights, knifings, and killings—all before the outlaws are finally overcome. Leading players: Phil Carey, Mary Saunders.

| | | |
|--------------|--------------|----------|
| Adults | 15-18 | 12-15 |
| Western fans | Western fans | Possibly |

Princess of the Nile—20th Century-Fox. Direction, Harmon Jones. The "eastern" plumbs new depths of absurdity in this Technicolor melodrama of life in ancient Egypt. Debra Paget plays a princess who is also a dancer and who limbers up for her work by swimming between the palace and the bazaars. Leading players: Debra Paget, Jeffrey Hunter, Michael Rennie.

| | | |
|--------|-------|-------|
| Adults | 15-18 | 12-15 |
| Poor | Poor | Poor |

Pushover—Columbia. Direction, Richard Quine. A slick, glossy crime melodrama in which the "bad" appears glamorous and the "good" dull. Fred MacMurray, weakling plain-clothes man, meets seductive Kim Novak, a bank robber's girl, and falls under her spell. Leading players: Fred MacMurray, Kim Novak.

| | | |
|-----------------|--------|-------|
| Adults | 15-18 | 12-15 |
| Matter of taste | Mature | No |

Return to Treasure Island—United Artists. Direction, E. A. Dupont. A preposterous melodrama about a twentieth-century female descendant of the Jim Hawkins of Stevenson's *Treasure Island*. She sails off to the same island with an inherited map and a professor of archeology whose interest in Captain Flint's treasure is not altogether scholarly. Leading players: Dawn Addams, Tab Hunter.

| | | |
|--------|-------|-------|
| Adults | 15-18 | 12-15 |
| Poor | Poor | Poor |

Ring of Fear—Warner Brothers. Direction, James E. Grant. The gaudy attractions of the circus, in dazzling Warner Color, show up rather well in Cinemascope. Unfortunately these shots of graceful aerialists, dancing elephants, and tumbling clowns are interspersed with scenes of violence and horror in this tough mystery melodrama featuring the Clyde Beatty troupe and Mickey Spillane, who plays himself. Leading players: Clyde Beatty, Pat O'Brien, Mickey Spillane.

| | | |
|--------|-------|-------|
| Adults | 15-18 | 12-15 |
| Poor | Poor | No |

Sabrina—Paramount. Direction, Billy Wilder. In the delightful *Roman Holiday*, enchanting Audrey Hepburn played a princess who fell in love with a commoner. In *Sabrina* she is a Cinderella who yearns after the son of a modern king of industry. While she is away at a Parisian cooking school, an aged French baron plays fairy godmother and turns her from a wide-eyed adolescent into an elegant young lady. Miss Hepburn has a rare magnetism and effortless grace. Leading players: Audrey Hepburn, Humphrey Bogart, William Holden, Walter Hampden.

| | | |
|---------------------------|---------------|--------|
| Adults | 15-18 | 12-15 |
| Delicious romantic comedy | Sophisticated | Mature |

Scotch on the Rocks—Kingsley-International. Direction, John Eldridge. Another British-made comedy that seems to show that individualism and the independent spirit are still much alive in Britain despite governmental controls. The five car owners of a small Scottish village refuse to pay taxes until the authorities provide them with a new road. What happens when a Parliamentary delegation arrives to investigate their grievances forms the plot of this tongue-in-cheek film. Leading players: Ronald Squire, Raymond Huntley, Kathleen Ryan.

| | | |
|---------|-------|----------|
| Adults | 15-18 | 12-15 |
| Amusing | Yes | Possibly |

Susan Slept Here—RKO. Direction, Frank Tashlin. Susan is a "juvenile delinquent" (she hit a sailor on the head with a bottle) who is handed over, screaming and kicking, to a Hollywood writer. It is the vague idea of woolly-pated policemen that the writer will get some first-hand information about delinquents for a book and also keep the pretty seventeen-year-old out of jail over the Christmas holidays. Despite a good cast, the film fails miserably. Leading players: Dick Powell, Debbie Reynolds.

| | | |
|--------|-------|-------|
| Adults | 15-18 | 12-15 |
| Poor | Poor | Poor |

Valley of the Kings—MGM. Direction, Robert Surtees. Egypt's pyramids, ruins, and history provide an inspiring frame for an uninspiring melodrama about archeologists and smugglers searching for a lost tomb. Leading players: Robert Taylor, Eleanor Parker, Carlos Thompson.

| | | |
|--------------------|-------|----------|
| Adults | 15-18 | 12-15 |
| Armchair travelers | Fair | Possibly |

Victory at Sea—N.B.C. Film Division. Skillful use of films by the U.S. Navy and footage taken from captured Germans and Japanese produce a vivid and coherent, if somewhat cursory, history of World War II. We see once more the goose-stepping armies of Hitler and Mussolini, the deliberate acts of aggression, London in flames, the fall of France, and the attack at Pearl Harbor. The film then becomes a series of military engagements, though human values are kept uppermost. We are left with the thought that another such holocaust must be prevented.

| | | |
|-------------------|--------|--------|
| Adults | 15-18 | 12-15 |
| Thought-provoking | Mature | Mature |



Little Boys Lost in Love

They go like peas inside the pod,
They fit like hand in glove,
Four steady legs but one big heart,
Two small boys lost in love.

Arms around each other's shoulders
They walk as one boy would,
One gives his left leg, one his right
To the common good.

Their lower halves are single boy,
Their heads are so together
They think each other's tender thoughts
As swallows' wings think weather.

Each boy burns to have his mate
Stub and hurt his toe
So his good will can enter it
And heal it of its woe.

Years to come, maybe these two
Another love will find
That will make two bodies one
But never so one of mind.

—ROBERT P. TRISTRAM COFFIN

The Midas Month

September hoards Apollo's coins,
And handles them so much
That both his hands are yellow-stained
And have a golden touch.

He puts his thumbprint on the leaves;
The garden looks new-minted:
He gilds the rain and paints the wind.
Even the mist is tinted!

—VIRGINIA MORAN EVANS

Vacation's End

He climbs for cones on branches out of reach,
Adds one more beauty to his hoard of stones,
Sorts treasured shells he mined along the beach,
And hunts for driftwood, smooth and bleached
like bones.

Down to the cove he sprints again, for fine
Gray feathers dropped by raucous-throated
gulls;
Then scales the dune up to the topmost pine
(His lookout place for sighting alien hulls).

An urgency he cannot understand
Possesses him to run, to search, to store;
Listening, he stops, with brimful heart
and hand,
As if he hears the closing of a door.

—LOUISE HAJEK

Transformation

Stone-gray before, the city streets
Become a garden with the showers
As, plaid and polka-dot and print,
Umbrellas open into flowers!

—MARIE DAERR

Enigma

The butterfly has forgotten he
Was ever in his life a worm,
And there is no sapling in the tree
Bracing itself against a storm.
Even the river has no look
Of having been a laughing brook.

And so by what delightful quirk
Of nature, what infraction here,
Does the essence of your boyhood lurk
Beneath your man's external, dear,
And, appearing, shake my heart that knew
You as one love, to find you two?

—ELAINE V. EMANS

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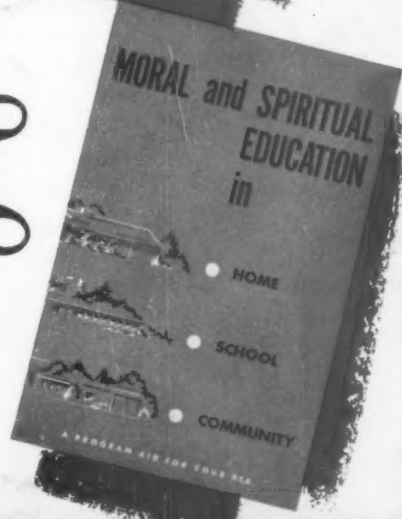
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